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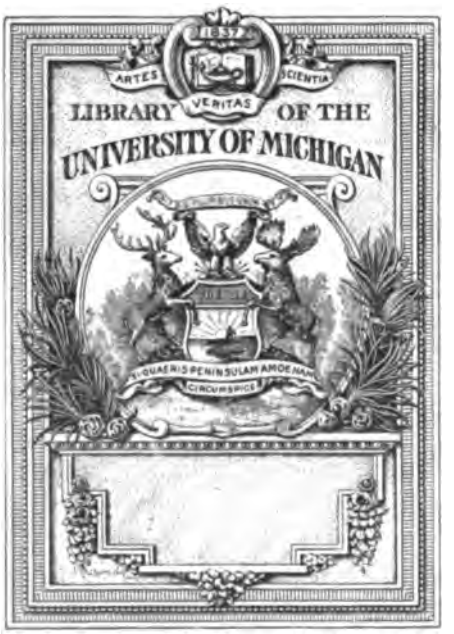

THE GIFT OF
Mich. Dept.
Pub. Instruction

SEVENTY-SECOND ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF MICHIGAN

WITH

ACCOMPANYING DOCUMENTS

FOR

THE YEAR 1908-09

BY AUTHORITY

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD COMPANY, STATE PRINTERS
1909

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1909

LETTER OF TRANSMITTAL.

STATE OF MICHIGAN,
DEPARTMENT OF PUBLIC INSTRUCTION,
Lansing, June 30, 1909.

To His Excellency, FRED M. WARNER,
Governor of the State of Michigan:

SIR—In compliance with the provisions of law, I have the honor herewith to transmit through you to the Legislature, the annual report of the Superintendent of Public Instruction, together with the accompanying documents for the year and one-half ending June 30, 1909.

Very respectfully,
Your obedient servant,

L. L. Wright

Superintendent of Public Instruction.

202915

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STATE OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION.

1908.

LUTHER L. WRIGHT,	State Superintendent.
FRED L. KEELER,	Deputy Superintendent.
A. HAMLIN SMITH,	Chief Clerk.
NORA B. SHARPSTEEN,	Statistician.
GRACE B. WALLACE,	Assistant Statistician.
JEAN G. GOW,	Assistant Statistician.
GLENNA E. BISHOP,	Assistant Statistician.
AGNES E. JOHNSON,	Editor.
ETTA H. GARDINE,	Stenographer.
NETTIE GARDNER,	Assistant Stenographer.
TENA M. McDONALD,	Assistant Stenographer.
HARRY A. WILSON,	Shipping Clerk.
JOHN G. BOHNETT,	Janitor and Messenger.

STATE BOARD OF EDUCATION.

1908.

DEXTER M. FERRY, JR.,	President.
W. A. COTTON,	Vice-President.
WM. J. McKONE,	Treasurer.
LUTHER L. WRIGHT,	Secretary.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

APPOINTED.		HORACE S. TARBELL,	1877–1878
JOHN D. PIERCE,	1836–1841	CORNELIUS A. GOWER,	1878–1881
FRANKLIN SAWYER, JR.,	1841–1843	VARNUM B. COCHRAN,	1881–1883
OLIVER C. COMSTOCK,	1843–1845	HERSCHEL R. GASS,	1883–1885
IRA MAYHEW,	1845–1849	THEODORE NELSON,	1885–1887
FRANCIS W. SHEARMAN,	1849–1851	JOSEPH ESTABROOK,	1887–1891
		FERRIS S. FITCH,	1891–1893
ELECTED.		HENRY R. PATTENGILL,	1893–1897
FRANCIS W. SHEARMAN,	1851–1855	JASON E. HAMMOND,	1897–1901
IRA MAYHEW,	1855–1859	DELOS FALL,	1901–1905
JOHN M. GREGORY,	1859–1865	PATRICK H. KELLEY,	1905–1907
ORAMEL HOSFORD,	1865–1873	LUTHER L. WRIGHT,	1907–1909
DANIEL B. BRIGGS,	1873–1877	LUTHER L. WRIGHT,	1909–

DEPUTY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

CORTLAND B. STEBBINS,	1859–1878	HUGH BROWN,	1891–1893
WILLIAM L. SMITH,	1878–1883	JASON E. HAMMOND,	1893–1897
DAVID PARSONS,	1883–1885	DANIEL E. McCLURE,	1897–1901
WILLIAM L. SMITH,	1885——	†WALTER H. FRENCH,	1901–1908
W. F. CLARKE,*	1885–1891	F. L. KEELER,	1908——

* In place of W. L. Smith, resigned.
† Resigned July 1, 1908.

SUPERINTENDENT'S REPORT.

This is the seventy-second annual report of the Superintendent of Public Instruction and covers the period from January 1, 1908, to June 30, 1909. Heretofore the general division of the annual report of this Department has coincided with the calendar year but the constitutional convention of 1908 changed the term of office of the Superintendent of Public Instruction to begin on the first day of July every second year, beginning with the year 1909, and I deem it wise therefore to include in this report the record for the past eighteen months. The statistical tables given herein will cover the school year as heretofore, beginning on the second Monday of July in each year.

New Constitution.

The constitutional convention which assembled in the early part of the year 1908 made several changes in the fundamental law concerning public education and particularly in the administration of educational affairs. As stated above, the term of office of the Superintendent of Public Instruction was changed and his election will occur hereafter on the first Monday of April at the same time the judges of the Supreme Court and regents of the University are elected. The members of the State Board of Education will be elected at the same time. No other changes concerning the powers and duties of said board were made in the new constitution.

State Board of Agriculture.

The old constitution provided for the fostering of educational institutions, including the University, normal schools, Agricultural College and special institutions for the education of the deaf and dumb and the blind. The new constitution makes the State Board of Agriculture an elective body consisting of six members elected at the spring election. The Superintendent of Public Instruction is made ex officio a member of the boards of control of all the above named educational institutions.

Article XI of the constitution of 1908 deals with the educational affairs of the State. In addition to the above mentioned changes, the new constitution provides that school shall be maintained in every district for at least five months in each year but that any district may vote not to maintain school and in that case said district must provide educational facilities for the children living therein in other districts and if it does so it will participate in the distribution of the primary school interest fund.

Primary School Fund.

That section of the constitution dealing with the primary school interest fund received a large amount of attention in the constitutional convention. A great diversity of opinion existed in regard to the amount of the fund and its uses but the convention finally preserved said fund intact, combining in one section the two sections of the old constitution which referred to the establishment of the fund and

the sources from which it was derived. The language of the new constitution provides that all the sources heretofore contributing to the primary school interest fund shall continue to be appropriated for that purpose.

The old constitution created a board of school inspectors in each township whose duties were to be specified by law. The law having been changed from time to time in such a way as to make the office practically obsolete the new constitution abolished the board of school inspectors.

The foregoing points of the new constitution are the chief ones affecting the educational interests of the State. The matter of legislation under the new constitution for the session of 1909 is treated in another part of this report.

There have been no marked changes in the educational policy of the State during the past year and a half but there is a growing disposition on the part of the people and school boards to introduce the various phases of vocational training in the public schools, a steady growth in the professional spirit of public school teachers and all those who are charged with the duties of controlling state educational institutions as well as the public schools.

I am pleased to record the hearty co-operation of city superintendents, commissioners of schools and school officers generally with the work of this Department. In my opinion there has never been a time in the history of Michigan when her State educational institutions were better managed or better officered. Our State University practically stands at the head of similar institutions in this country. Our Agricultural College, which was the first one established in this country, is a leading institution along industrial lines. Its work touches all lines of business and it is therefore an important commercial factor in the development of the State.

State Normal Schools.

We now have four State normal schools, all of the same rank and doing the same work. It is my opinion that no better normal schools exist in the United States than those in Michigan and I base this opinion upon my observation of the work done in the public schools by the graduates of these institutions.

Colleges.

The seven denominational colleges of the State are doing work of a high order and while they are not supported by the State yet they are doing a great work for our people and deserve the commendation of all thinking citizens.

Teachers' Institutes.

During the year 195 teachers' institutes have been held in the State. It is our policy to combine with the several State normal schools practically all institutes held during the summer season and that during the school year the institutes held in the several counties shall be of short duration. This plan has been followed now for several years and the results have measured up to our expectations in originating this plan. We deem it unwise that institutes shall be held after the first of April in any year. The close of the school year is a busy season and it requires all the strength and ability of the teachers and superintendents to properly manage the closing work of the schools. Then, too, the character of the institute work should be such as may be made immediately available in the schoolroom and institutes held during the spring and immediately before the summer vacation will prove of little value along this line. There were about 3,300 teachers enrolled in the institutes connected with the four State normal schools in the summer of 1908. To this may be added the 1,000 students enrolled in the University and the large number enrolled in private educational institutions in the State. This enrollment

shows the professional spirit and eagerness for improvement among the great body of the teaching force of Michigan. To the number enrolled in the foregoing institutions we should add several hundred who were enrolled in short sessions of the county normal training classes which were held in various counties of the State. The Agricultural College also provided a summer session which was the first summer session given at this institution since the plan of the regular work of the college was changed many years ago. Nearly all those who attended the summer session of the Agricultural College were county normal training class teachers and they were given especial instruction and training in nature study and agricultural subjects.

Looking back over the record of the past year, I think we may safely conclude that from an educational standpoint all previous records of attendance were broken and the possibility of widening the influence of the higher institutions of learning was made very apparent.

School Records and Reports.

During the year the Department has had occasion to examine the records and reports of many school districts of the State and we are pleased to state that in almost all cases the representatives of the Department met with a hearty reception from the school officers and we believe that the spirit of co-operation and helpfulness which is desirable will result from the plan instituted of examining the records of the several school districts. It should be remembered that there are 7,302 school districts in the State and it would be strange if the reports from all of them were compiled with absolute accuracy. I feel sure that it is the desire of all school officers that the records and reports should be absolutely correct and we desire to be of the greatest possible assistance in producing this result.

County School of Agriculture.

The county school of agriculture at Menominee has been growing in importance and we are pleased to record the increased attendance and especially the attendance at the short courses for the farmers of the county. This school is really of secondary grade and the aim is to give specific elementary instruction in agriculture, manual training, domestic science and domestic art. What the future of the county school of agriculture may be is hard to forecast, but we believe it to be an important addition to the educational system of the state.

Agricultural Education.

During the past year the Agricultural College has instituted a ew d epartment called the department of agricultural education, the purpose of the department being to encourage the study of agricultural subjects in the public schools. In the last annual report of this Department mention was made of the bulletins on the subject of agriculture published and distributed to the schools of the State. The Agricultural College has encouraged the use of these bulletins and has provided others along the same lines.

As nearly as we can determine, the children in about one thousand rural schools of the State have received some agricultural instruction during the past year. This is made possible by the fact that the course pursued in each of our State normal schools and in all our county normal training classes gives some special attention to agricultural subjects and thus the teachers are in a measure prepared to give instruction along these lines.

The chief work of the Agricultural College in this department, however, is the introduction of agriculture into high school courses. During the past year one high school in the state, located at North Adams, introduced the full course in agriculture as prepared by the Agricultural College and

about forty young men have been pursuing the course. The work is so arranged and the subjects divided so that one unit in each year of the high school is provided as an elective. The work in this high school has been very attractive and very successful during the year. The special teacher has been re-engaged and the outlook is most encouraging. The whole county is interested and attracted to the school more than ever before. It is probable that at least six other high schools will introduce the agricultural course during the coming year. This marks a new departure in public education and the introduction of these courses will undoubtedly stimulate an interest in other vocational subjects and lead to the enlargement and enrichment of the general high school course of study used in the state. It is too early to predict with any degree of certainty what the ultimate effect of this departure will be. It is certain that the introduction of vocational courses will afford an opportunity for practical application of the theories and plans of work in language, geography, science and mathematics and thus add interest to the regular curriculum of the public school. There will also result a new attitude to the useful arts and occupations of mankind and we shall in a measure be able to reap educational rewards never before made possible in any public school system.

Rural High Schools.

Under the law authorizing the establishment of rural high schools the township of Mundy in Genesee county has organized such a school. This with the one established last year in Excelsior township, Kalkaska county, makes two townships which have taken advantage of this law. So far as we can learn, the work of the rural high school thus far has consisted in the introduction of two additional grades of work and the plan is to extend the work until a full four-year course is in operation. It is not to be expected that the organization of such schools will suit everybody or that the law will be made to cover every possible point in connection with the administration thereof. The new legislation of 1909 will undoubtedly give an impetus to the organization of such schools.

County Normal Training Classes.

During the year five new county normal training classes have been organized, making in all forty-one in the state. About one thousand students have been enrolled in these classes and will graduate and begin the work of teaching in the rural schools with the opening of the next school year. This addition to the rural teaching corps of the state will raise the percentage of trained teachers in rural schools to about thirty-three and one-third per cent. With a new public spirit aroused on the part of the patrons of the rural schools, with increased zeal on the part of school officers and the large increase in the number of trained teachers will come an improvement in the administration of the affairs of the rural schools. There are many conditions still existing which should be improved but in the main the trend of public opinion is in the right direction.

School Officers' Meetings.

In the last annual report we made mention of the policy of holding school officers' meetings in the several counties of the state and up to December 31, 1907, meetings had been held in eight counties. This work was continued in the winter and spring of next year and meetings were held in forty counties. The attendance ranged from fifty to three hundred and twenty-five, according to the size of the county. The meetings held in St. Clair county and in St. Joseph county were the largest. In every case we found an intense interest on the part of the school officers. Opportunity was given for general discussion and criticism and in our judgment the meetings were of great value. Two

lines of work were presented, one along the line of school management, school sanitation and improvement; the other along the line of a better understanding of the general school laws of the State. It is our purpose to continue the plan of holding these meetings in the counties of the state and reach all the counties as rapidly as possible. Our people will recognize the fact that Michigan is a large territory to cover and that it takes time to arrange and execute a policy of this kind. In every county a permanent organization of the officers was formed and many meetings have been held during the latter part of the period covered by this report.

Truancy Law.

I am pleased to report that the truancy law has in the main been well enforced in all our counties and cities with the result of materially increasing the attendance and the number of those who complete the eighth grade.

School Savings Banks.

At the time of our last report there were about fifty graded and city schools having savings banks. During the year this number has been materially increased and the reports of superintendents show that this departure is extremely valuable as it teaches the children habits of thrift and economy as well as giving them a knowledge of business procedure and forms.

Department Publications.

The following publications have been prepared and issued by the Department and distributed to commissioners, teachers and school patrons:

(a) Examination Circular No. 8, giving the rules and regulations concerning the eighth grade examination;
(b) Bulletin No. 16, giving general regulations concerning teachers' examinations;
(c) Circular No. 11, explaining the several teachers' certificates granted in this state;
(d) Circular No. 12, giving explicit instructions in regard to bonds of school treasurers;
(e) Circular No. 6, presenting the Arbor Day proclamation of the Governor together with general suggestions to teachers in regard to its observance;
(f) County Normal Bulletin No. 1 for the current year, giving general regulations concerning the organization, management and course of study for the county normal training classes;
(g) Bulletin No. 13, containing a digest of the laws and legal forms for the school officers of Michigan;
(h) A bulletin giving a list of children's books for the school libraries of Michigan;
(i) Bulletin No. 27, giving an elementary laboratory study in soils by Professor Jeffery of the Michigan Agricultural College;
(j) Bulletin No. 28, containing an elementary course in horticulture by Professor Fletcher of the Michigan Agricultural College;
(k) Bulletin No. 30, A Study of the Grounds and Architecture of the Schools of Michigan;
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(n) Bulletin No. 33, Language Teaching in the Schools of Michigan;
(o) Bulletin No. 2, Industrial and Vocational Training in the Public Schools;

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(k) Bulletin No. 30, A Study of the Grounds and Architecture of the Schools of Michigan;
(l) Bulletin No. 31, Special Day Programs and Selections for the Public Schools;
(m) Bulletin No. 32, a bulletin on the township unit system of schools;
(n) Bulletin No. 33, Language Teaching in the Schools of Michigan;
(o) Bulletin No. 2, Industrial and Vocational Training in the Public Schools;

(p) Bulletin No. 23, Summary of School Legislation for the Session of 1909.

(q) A revision of the State Course of Study, eighth edition.

The revised Course of Study presents the work of the rural schools in a concise and modern form. It contains many valuable suggestions and also much material along the line of commercial arithmetic, geography, history and physiology and we trust that it will prove to be valuable and useful for all rural school teachers. I would especially advise that all rural school boards in the state should formally adopt this Course of Study for use in their schools. In doing this they will comply with section 4680 of the School Laws which requires boards of education to specify the studies to be pursued in their schools.

These publications have been distributed as stated above and it is our observation that they prove a valuable addition to the equipment of schools and teachers.

In addition to the foregoing brief review of educational matters in the state I attach herewith a summary of statistical information in order to give a general view of our school conditions and school expenses.

SUMMARY OF STATISTICS FOR 1908-9.

1. School Census	747,276
2. Total Enrollment	529,352
3. Enrollment in Graded Schools	314,470
4. Enrollment in Ungraded Schools	214,882
5. Percentage of Attendance	.72
6. Total Number of Teachers	17,407
7. Number Employed in Graded Schools	8,755
8. Number Employed in Ungraded Schools	8,652
9. Total Teachers' Wages	$7,688,309 31
10. Average Wages for Men per Year	$606 93
11. Average Wages for Women per Year	$414 83
12. Non-resident Tuition	$134,608 00
13. Average Number of Months School in Graded and City Districts	9.4
14. Average Number of Months in Ungraded Districts	7.4
15. Primary Money Apportioned	$6,138,458 74
16. One Mill Tax	901,211 78
17. District Taxes	5,234,851 13
18. Library Money	176,328 21
19. Loans	1,177,888 25
20. Other Sources	1,186,794 31
21. Cash	8,595,740 99
22. Per Capita Cost per Year by School Census	17 69
23. Per Capita Cost per Year by Enrollment	24 98
24. Expenses for Several State Educational Institutions for the fiscal year ending June 30, 1908:	
University of Michigan:	
(a) Paid from State funds	$667,351 61
(b) Paid from other sources—tuition, productive funds, etc	436,748 62

Michigan State Normal College:	
(a) Paid from State funds	$149,564 36
(b) Paid from other sources	12,360 99
Central Michigan Normal School:	
(a) Paid from State funds	72,590 00
(b) Paid from other sources	3,303 87
Northern State Normal School:	
(a) Paid from State funds	74,000 00
(b) Paid from other sources	3,057 88
Western State Normal School:	
(a) Paid from State funds	125,800 00
(b) Paid from other sources	3,930 82
Michigan Agricultural College:	
(a) Paid from State funds	268,515 79
(b) Paid from other sources	97,088 50
Michigan College of Mines:	
(a) Paid from State funds	96,500 00
(b) Paid from other sources	46,747 98
School for the Blind:	
(a) Paid from State funds	41,397 03
(b) Paid from other sources	759 00
School for the Deaf:	
(a) Paid from State funds	100,797 44
(b) Paid from other sources	12,997 76
Industrial School for Boys:	
(a) Paid from State funds	121,300 00
(b) Paid from other sources	11,219 50
Industrial School for Girls:	
(a) Paid from State funds	83,450 00
(b) Paid from other sources	4,078 06
State Public School:	
(a) Paid from State funds	40,500 00
(b) Paid from other sources	5,809 65
Total	$2,479,868 86

RURAL SCHOOLS.

CONSOLIDATION.

The question as to whether it is advisable to consolidate small rural districts into larger areas has been under discussion in Michigan since 1901. The subject was presented to the people of Michigan by State Superintendent Delos Fall, and various reports have been printed and furnished to the school patrons of the State since that time. The members of granges, farmers' clubs, and other rural organizations have given the matter careful consideration.

Like all other new questions, time is required for the people to under-

stand and act. The consolidating of rural schools has made rapid progress in Ohio, Iowa, and other Western States. In Indiana, the prevalence of the township system has made the consolidation of schools practically unnecessary. The agitation in that State has been along the line of establishing township high schools, free to all the residents of the township.

In Other States.

It is possible that the people of Michigan are more conservative than those of other States, but it has been my observation that when once convinced of the practicability of a new idea, our people move as rapidly as any others. Since this matter has been presented, there have been many small consolidations; that is, consolidations covering two districts, or one district and part of another. This has brought about the establishment of about three hundred two-room rural schools and seventy-five three-room rural schools in the state. Such consolidations permit the introduction of courses of study covering nine or ten grades, and thus the educational opportunities of those communities are materially increased. There have been a number of larger consolidations which have produced good results.

In Michigan.

I give herewith the reports for the current year of the three best examples of consolidation in Michigan. These reports are made by the superintendents of schools, or the commissioners, in all cases.

The first place in Michigan to consolidate and transport pupils was in Grand Blanc Township, in 1903. At that time district No. 4 (Cook School) united with the village district, and district No. 7 (Porter School) combined with them the following year.

Grand Blanc Township.

Pupils from the two districts that disbanded are brought to the consolidated school by two teams. The farthest that any pupil rides is four miles. The hacks start for school at 7:45, and arrive not later than 8:50. They leave the school at 4:00, and arrive at their homes at 5:00. Good drivers are employed, and order is maintained at all times. One driver has been at work continuously for five years. On the other route they have the second driver since 1903. The drivers furnish their complete outfit, hacks, horses, blankets, etc., and each driver receives $350 per year. The first three years the cost per driver was only $250 per year. However, since the cost of produce (oats and hay) has increased, the price per driver was increased $100 per year. There have always been several applicants for driver on each route. Some of the advantages derived from transportation are as follows: Promptness and punctuality, healthier children because of the protection in going to and coming from school.

Method of Transportation.

Each of the drivers lives near the farthest end of the route, and can take a short route home after delivering the children at the school. The drivers spend from four to five hours per day in this work. They live on small farms (from twenty to forty acres) and have plenty of time to work these farms. Considerable space is given to the question of transportation, but only to prove that it is not an experiment but has been in successful operation in the State for a period of six years.

Grand Blanc has a three-room school containing over one hundred pupils, including all the grades from the first to the eleventh. Their district has over a half million dollars assessed valuation. The rate of taxation is two mills on a dollar, besides a tax of one mill for building fund. At the time of the consolidation a two thousand

Interesting Facts.

dollar addition to their school house was erected, and that is being paid for at the present time. I do not find any opposition to the system now. Other districts are planning on uniting with the consolidated district in the near future.

STATISTICS.

Area of district.	Approximately 9 square miles.
Number of districts consolidated.	Three (3).
Total school census.	One hundred thirty (130).
Average attendance.	Ninety-one (91).
Percentage of attendance.	Eighty-seven (87).
Number of teachers employed.	Three (3).
Expense for instruction.	One thousand four hundred fifty dollars ($1,450).
Expense for general and incidental purposes.	Two hundred fifty dollars ($250).
Expense for building and repairs.	Re-seated one room—One hundred fifty dollars ($150).
Total cost per capita.	Three and one-third dollars ($3⅓) per month.
Are pupils transported?	From the two districts that united with the village.
How many conveyances?	Two (2).
Expense for same.	Three hundred fifty dollars ($350) each per year.
Tax rate for district.	About two mills, besides one mill to pay bonds as they become due.
Assessed valuation.	Five hundred twenty-five thousand dollars ($525,000).

H. E. POTTER, School Commissioner,
Genesee County.

Comstock.

The districts around the village of Comstock, Kalamazoo county, to the number of four were consolidated with the village district, making an area of eighteen sections of land. This was the second important consolidation in Michigan. A new five thousand dollar building was constructed, which adds to the tax rate four dollars per thousand. This school has a twelve grade course of study and employs seven teachers. During the current year, manual training, sewing, music and art have been taught in addition to the usual school subjects. Next year the subjects of cooking and agriculture will be added to the course of study. There is an excellent school spirit in all parts of the district; in fact, the finest school spirit I have ever witnessed. Transportation is a success. Pupils are in one or two cases transported as far as five and one-half miles, and are pleased with this plan.

Additions to Course of Study.

STATISTICS.

Area of district.	Eighteen (18) sections.
Number of districts consolidated.	Four and one-half (4½).
Total school census.	Three hundred ninety-seven (397).
Total enrollment.	Two hundred thirty-nine (239).
Average attendance.	Two hundred seventeen (217).
Percentage of attendance.	Ninety-one (91). (NOTE—These last two items do not include last month of school year.)
Number of teachers employed.	Seven (7).
Expense for instruction.	Two thousand seven hundred two dollars ($2,702).
Expense for general and incidental purposes.	Three hundred sixty dollars ($360).
Expense for building and repairs.	Fifty dollars ($50).
Total cost per capita.	Thirteen dollars ($13).
Are pupils transported?	Yes.
How many conveyances?	Three wagons and interburban railway.
Expense for same.	Twelve hundred dollars ($1,200) all told—two dollars per trip for wagons.
Tax rate for the district.	Three dollars eighty-six cents ($3.86) per thousand for running expense. $4.02 average rate for high schools in Kalamazoo County.

(Signed) A. M. NUTTEN.

Mt. Morris.

After considerable agitation the consolidation was effected at Mt. Morris, Genesee county, the consolidation including one district and the village district. The regular twelve grade course of study is pursued; and music and drawing are taught regularly in the school. In the near future a course will be given in domestic science and art, and

probably in agriculture. The following facts show the conditions at the present time:

Conditions.

1. Mt. Morris Village School, consolidated with school district No. 1, frl., of Vienna, Mt. Morris, Thetford, and Genesee townships, August 22, 1904.
2. We own the bus; finest school bus in the State; cost $450.00.
3. We do not go from house to house.
4. We pay one dollar per week for a room in a dwelling house, two miles north of the village, near the old school site.
5. This is the depot; children come there and meet the bus.
6. A little more than a mile walk for the farthest child.
7. Bus leaves depot 8:20 A. M., and school building 4:00 P. M.
8. The year before consolidation district No. 1, frl., had seven on roll and some days only one present.
9. Eighteen come in the bus.
10. The average atendance is better than in the original village district.
11. A rural $3,000 valuation pays $3.00 more per year in taxes.
12. Five teachers instead of one.
13. Everyone happy.

STATISTICS.

Area of district.	About thirteen (13) square miles.
Number of districts consolidated.	Two (2).
Total school census.	One hundred eighty-seven (187).
Total enrollment.	One hundred sixty-five (165).
Average attendance.	One hundred forty-one (141).
Percentage of attendance.	Eighty-five (85).
Number of teachers employed.	Five (5).
Expense for instruction.	Two thousand two hundred dollars ($2,200).
Expense for general and incidental purposes.	One thousand eighty-four dollars and seventeen cents ($1,084.17).
Expense for building and repairs.	One hundred forty dollars and ninety-nine cents ($140.99).
Total cost per capita.	Twenty dollars and seventy-five cents ($20.75).
Are pupils transported?	Yes.
How many conveyances?	One—owned by district.
Expense for same.	Two hundred fifty dollars ($250) per year.
Tax rate for the district.	Two and one-half mills per dollar.

(Signed) W. J. MAYER.

A LOCAL STUDY OF RURAL SCHOOL EFFICIENCY.

Believing that an intensive study of a local area would enable a more specific discussion of rural school conditions the Department of Public Instruction authorized a searching comparative study of the district, village and city schools of Kalamazoo County. The total results of this study are printed as a special bulletin of this Department. The following pages present in an abbreviated form the significant facts learned. The complete bulletin will be sent upon application to any one who desires to have the full report of the investigation. The statistics are for the school year of 1906-07.

Economy of Administration.

A study of the efficiency of any group of schools must discover the fundamental considerations which make proof of efficiency. The adequate revelation of these considerations must proceed from an accumulation of honestly articulated detail data.

Fundamentals.

The fundamental questions to answer in fixing the status of the rural schools are: First—What is the economy of their administration? Second—What is the efficiency of their instruction? Third—What powers and inspirations do they give and

fail to give to rural children? Fourth—What influence do the schools exert for the integration of community life? Answers to these questions are drawn first from the actual evidence of records and personal observations and interviews, and secondly, from reliable inferences drawn from the same sources. Answers to the last two questions are as full as the available information warranted. The data relative to the urban schools, whether village or city, is made use of for comparison.

Rural school economy appears in the effective use and the wise conservation of financial resources, and in the directness, vigor and results of the mechanical and human agencies employed in administration and instruction. The total value of taxable property for school purposes was: Rural, $11,465,510, village, $2,734,940, city, $19,023,800; and the average rate of taxation, including the statutory one mill tax which is in effect a local tax, was: Rural, .0022, village, .0044, city, .0062. There is little in a comparison of these rates because the rates for the village and city include secondary instruction and the rural schools give very little secondary instruction. There is also a marked difference in the ratio of taxable property per child of school age in rural and urban communities. The value of taxable property per child of school age in the districts was: **Data.**

	Rural.	*Village.*	*City.*
Minimun,	$550	$2,555	$2,356
Mean,	3,200	2,634	2,356
Maximum,	20,658	3,606	2,356

These facts indicate that constructive work is to be done in the better equalization of taxation. In rural districts, the variation in taxable property per child is from $550 to $20,658. These figures are approximately in the ratio of one to forty. One child depends for his public school training upon the tax paid by $550, and another child in the same jurisdiction has his public school training from the tax proceeds of $20,658. Does this condition permit justice to be done the child as a citizen? **Inequalities.**

Figure I following, shows Texas Township taxed by the present method, the district being the unit. Figure II shows the same township taxed by the suggested method, the township being the unit.

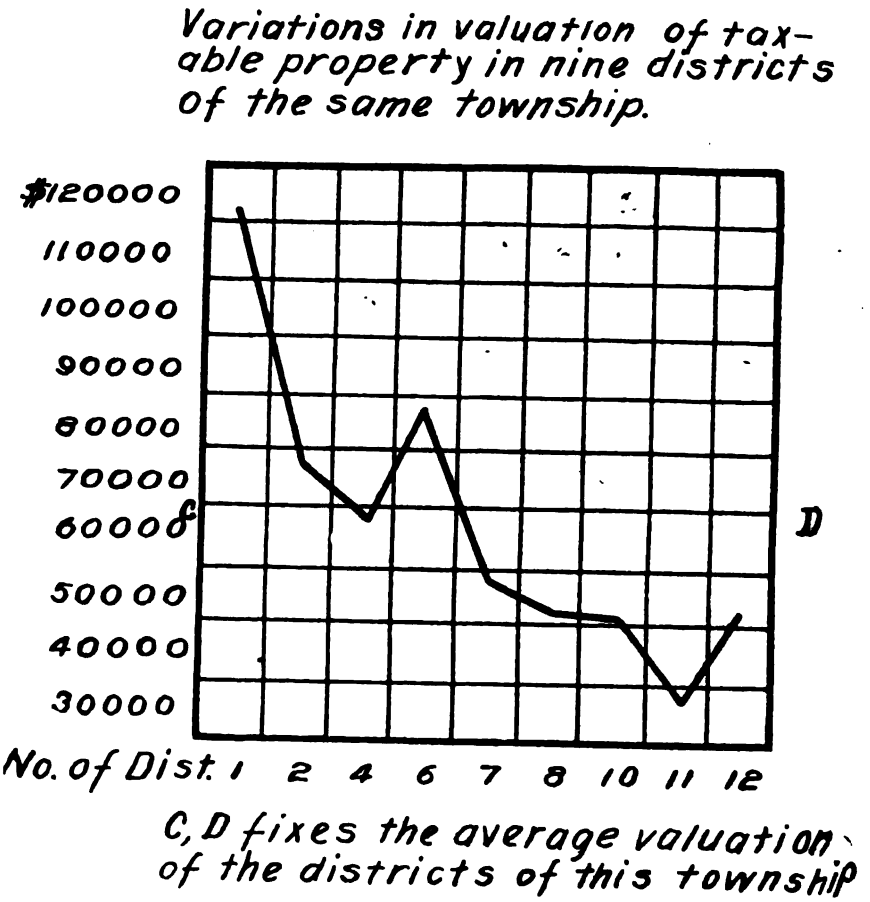


FIG. I.

NOTE: It will be seen in Figure I, that district tax rates in this township vary from .001 to .0051 and that district valuations vary from $36,630 to $119,040. The township valuation—$609,900—is, an approximation, as it includes the value of fractional districts administered in the township and excludes parts of fractional districts administered outside of the township.

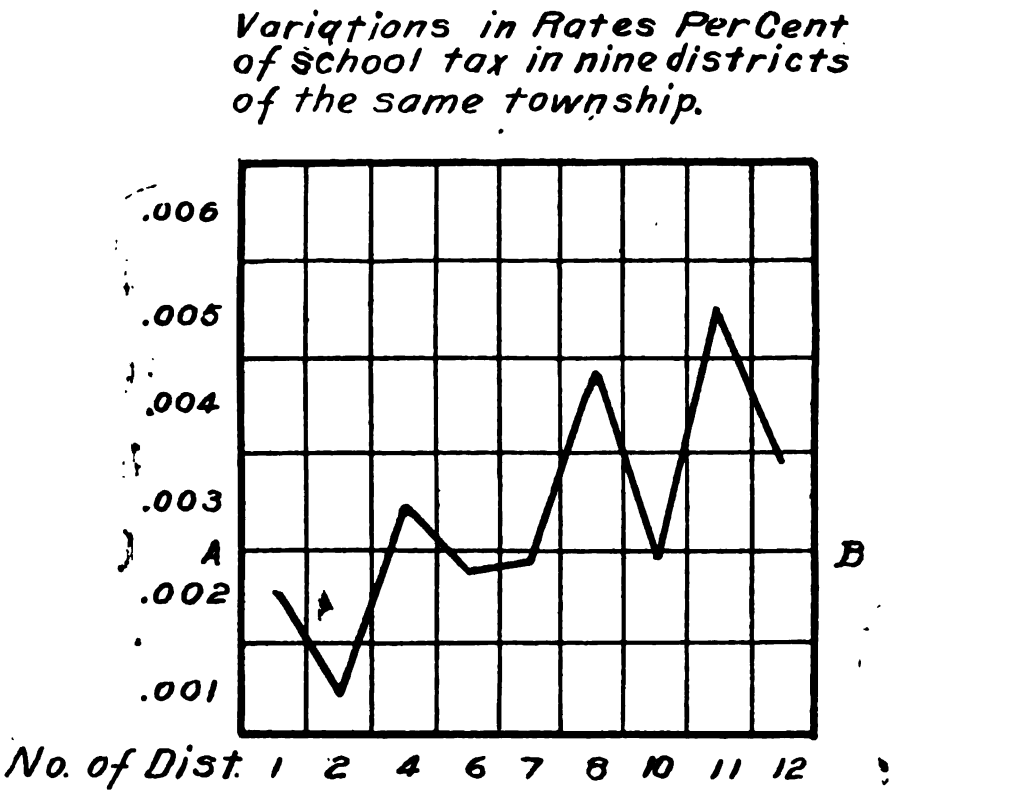
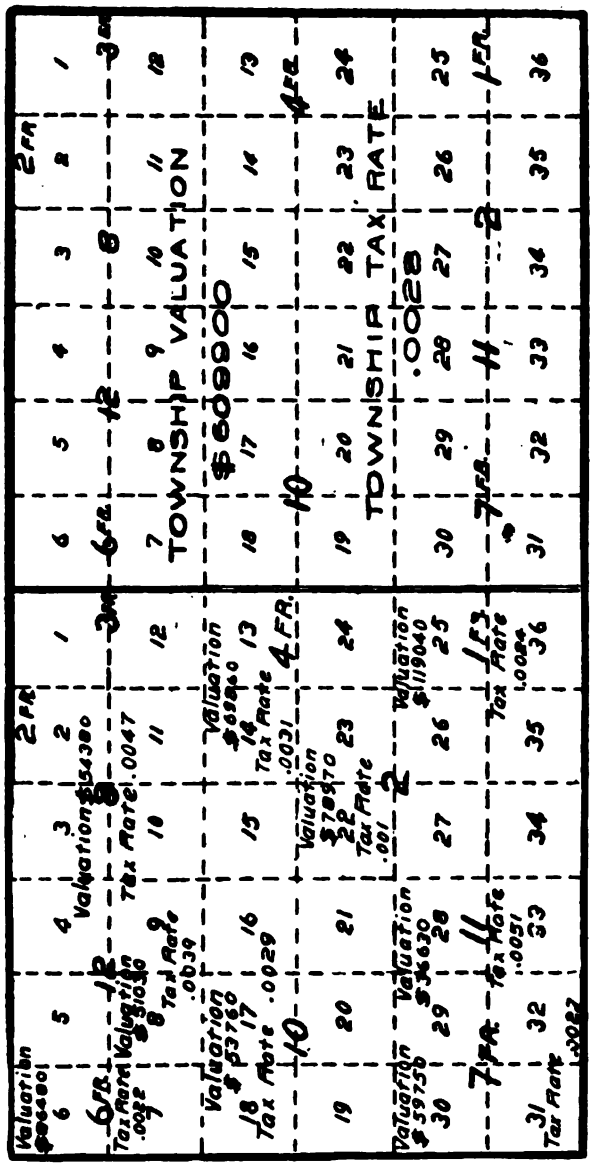

Variations in Rates Per Cent of School tax in nine districts of the same township.
.006
.005
.004
.003
A
.002
.001
B
No. of Dist. 1 2 4 6 7 8 10 11 12
A, B represents the uniform tax rate necessary to raise the same amount of money for school support in the township by using the township as a unit area.

FIG. II.



FIGS III and IV.

The foregoing facts are shown graphically in Figures III and IV.

The value of the investment per child in school property owned by the districts was:

	Rural.	*Village.*	*City.*
Minimum,	$4 34	$13 18	$80 11
Mean,	27 26	56 35	80 11
Maximum,	80 00	80 53	80 11

The condition of the physical equipment as shown by the per centage on the investment spent for supplies and repairs for the year was:

	Rural.	*Village.*	*City.*
Minimum,	.013	.004	.016
Mean,	.04	.025	.016
Maximum,	.088	.17	.016

The records of the urban schools do not make possible a differentiation of common school and secondary school expenditures except in expenditures for instruction. The salaries paid per month in grades below the high school were:

	Rural.	*Village.*	*City.*
Minimum,	$23 00	$30 00	$40 00
Mean,	36 48	40 14	53 20
Maximum,	60 00	53 20	62 50

The per capita cost of instruction as based on enrollment in the first eight school years, was: Rural, $10.39, village, $14.01, city, $11.98. (This item for the city does not include special teachers of domestic science and art, manual training, drawing, music, nor kindergarten teachers).

The per capita cost of school maintenance, including instruction as based on enrollment, was: Rural, $20.16, village, $25.24, city, $52.50. This item includes the village and city expenditure for high schools, and for the city the kindergarten and the special teachers omitted from the item per capita cost of instruction.

Supervision.

No close estimate of the cost of supervision in villages could be made because the supervision is by teachers and there was a wide difference of the proportion of time given to supervision and to teaching. As between the rural schools and city schools, a comparison of the cost of supervision is significant. For rural schools, supervision is by the county commissioner, who is paid $1,350 for supervising 115 one room schools and 14 village schools employing 180 teachers, whom he must visit, although supervision in villages is largely by the principals. These schools are located in an area of 576 square miles and most of them must be reached by cross county travel involving the loss of a great deal of time. Their wide isolation makes it practically impossible to get all of the teachers together for direction and conference, and the absence of any official leadership by townships makes the formation of local centers, as aids to supervision very difficult. Then, too, in many counties, the commissioner must pay his own traveling expenses and this adds a very practical discouragement, for the more he does get about over his broad

NOTE: Thirteen and one-half per cent. of the school children in the city are in well equipped and well administered church schools.

field and try to do his duty, the less the county will actually pay him. That is, he will reduce his own salary by every dollar that he spends for official travel. The city pays a superintendent more than twice the salary of the commissioner for the supervision of 10 schools, employing 155 teachers. These schools are located on an area of eight square miles and easily and quickly reached, nearly all being on street car lines. The superintendent is aided by an adequate office force, by supervising principals in every building and by a superintendent for primary grades.

Some phases of the operation of the mechanism of administration are not subject to exact statement in statistics. However, reliable inferences may be drawn from carefully made estimates. The expenditure per pupil for district official services was: For rural districts, 36 cents, for village districts, 17 cents, for city districts, 7 cents. Out of 122 districts, executive work was performed gratis in 53. Is gratuitous executive official service on so small a scale, as a rule, a multiplier or a divisor of executive efficiency? Furthermore, existing conditions in many districts suggest that the meager measure of official authority and responsibility reduces necessary attention to such an extent that very little interest is developed by officials in their duties.

Expenses of Administration.

The holding of county meetings for school officers during the past year by the State Superintendent of Public Instruction was the first general attempt to integrate rural school administrative intelligence and to enrich such intelligence by co-operation and interchange. The proposal was brought out by these meetings that the township as an area unit for the purposes of taxation and administration would insure greater equality in tax matters and more experience proven intelligence in administration. Reference has already been had to a larger taxation unit. A contrast is offered to raise a question as to the validity of the suggested larger administration unit. The smallest number of officers for the administration of rural schools in any township in the county studied is twelve, all districts but four being graded, and the largest number is 33. The average number of officers per township is 21, and of these seven are executive officers. The question is, would one board instead of seven boards and one executive officer looking after seven schools totalling 217 children instead of seven executives each looking after one school of 31 children, be likely to insure a greater executive efficiency? A relative answer may be had by comparison of rural small units of administration with the larger urban units in the relation of the preparation and experience to the salaries paid to the instructors employed. In rural districts, there is one executive officer for every 31 children; in villages, there is one executive officer for every 192 children, and in cities, there is one executive officer for every 7,987 children.

Officers' Meeting.

Granting all the disadvantages and the necessary delays to which rural school administration is subject and the fact already shown that the per cent on the investment spent for repairs and supplies is approximately twice as much in rural as in urban districts, and not forgetting that the amount of taxable property per child is one-third more in the rural districts than in the urban districts, the comparison in repairs and accessories both as to condition and quality is not favorable to the small unit of administration.

Relative Cost.

The comparison of the purchasing power of dollars as invested in public school instructors, is:

	Rural.	*Village.*	*City.*
Average salary,	$36 48	$40 14.	$53 20
Average academic preparation,	10.9 years.	12 years.	13.9 years.
Average professional preparation,	4 months.	9 months.	15 months.
Average experience,	35 months.	46 months.	47 months.
Average age,(approximate),	24 years.	25 years.	28 years.

Course of Study.

The effectiveness of the rural school course of study for the purposes it is intended to accomplish is hard to determine because of irregular conditions in its use in different districts. Judged by the age of the pupils completing it and by the growth it has helped to induce in them, as evidenced by their success in later scholastic effort and other undertakings, the course of study is well suited to its purpose. The popular belief that increased effectiveness may be secured by the admission of a larger industrial factor to the educational material used, rests, as yet, in this area, on theory. The chief indictment of the course of study lies in the small proportion of pupils who may annually be expected to complete it, who actually do complete it; and upon scrutiny, this indictment rests against the incoherent use of the course. The average age of pupils completing the course was 13 years. The total number completing the course was 160. The total number of children of 13 years of age was 327. It appears by this method of estimation, that only 49 per cent. of the natural expectancy completed the course in the given year.

Estimating results in another way and granting that because of a shorter school year and some necessary irregularity in attendance, rural children should be given nine years for the completion of the common school course, and accepting an estimate once made by the State Department of Public Instruction that at least 15% of the school population is beyond the common school age, then of the 85% who are of common school age 1-9 or 9 4-9% should finish the course each year. In fact, 5 1-5% did finish it. This was 55% of the natural expectancy.

Efficiency of Instruction.

Estimates of the efficiency of rural school instruction are derived from the facts concerning the academic, professional and personal preparation of the instructors. The average academic training of rural school teachers was 10.9 years of public school work. The minimum was seven years and the maximum was the completion of a college course. The minimum preparation for urban schools was 12 years. Of those reporting this item, there were in number two rural teachers who had completed seven years of schooling: One, eight years; six, nine years; twenty-one, ten years; fourteen, eleven years; twenty, twelve years, and 42 more than twelve years. The chief sources of supply for the rural teachers were the village and the city high schools. These schools were twelve in number and ten of them gave courses directly intended to help the young people going out to teach.

Aside from the review courses in the high schools just referred to, there were seven teachers in the rural schools who had completed the rural school course in the State Normal school located in the county: 67 who had nor-

mal school instruction varying from one to eighteen months, and 29 who had had no normal school instruction. There was one who had a life certificate from a normal school.

The attitude of the young people will reflect pretty closely the institutional tone to which they have been exposed during their training, and if that tone leads away from the rural school, and it does so lead, as a rule, in the public high schools and state normal schools, these young people will go to the rural school with reluctance and will leave it at the first opportunity. The general rural apathy to trained teachers arises from unfamiliarity with the work of efficient teachers who have had training. Circumstances have occasionally taken efficient teachers with training into rural communities and in these cases, several of which this study has discovered, there is no lack of appreciation and no hesitancy to pay the required salary.

Trained Teachers.

It has been a resultant of preparation, attitude and demand that called normal graduates to the graded schools. Their preparation has not fitted them to succeed in ungraded schools. Their attitude has made the rural school to them an inferior opportunity for service and promotion. They have been sought by the officers of graded schools. The tradition of the ungraded schools is, that the teacher seeks the school. This tradition, with the fact that the rural official who does branch out and seeks a specially prepared teacher is served by the state normals, as a rule, with their meagerest or poorest product, largely accounts for rural apathy to trained teachers. Experience, which may be the greatest factor in training an efficient corps of teachers, has not performed its full service for rural schools, because it has lacked that close supervisory direction which is a chief stimulant to growth from experience. The value of experienced training is conceded by officers of rural districts, as appears from this data:

No experience,	$30 22,	average wages.
One year experience,	31 70,	" "
Two years' experience	32 69,	" "
Three years' experience	34 96,	" "
Four years and more experience,	37 29,	" "

The improvement of the status of rural teachers rests fundamentally upon greater appreciation of the importance of their work and the expression of this greater appreciation in financial, social and professional recognition. Financial improvement is well under way in Michigan as appears in the salary for rural teachers for the state, which was in 1902, for men, $29.45, and in 1907, it was $43.08. Women were paid in 1902, $26.99 and in 1907, $35.53. The local social status of teachers has on the whole declined in recent years since increased facilities for travel has made possible and probable the spending of an increasing fraction of the teacher's time outside of the district. The fact that in many cases the teacher does not become a citizen of the district is a serious detriment to rural school work.

Salaries.

The largest contribution factor for the improvement of rural teachers will be proportionate (as compared with the amount spent in the preparation of urban teachers) expenditure by the state in the preparation, including the inspiration, of these teachers. This is certain to come about, for honesty and justice are principles not to be denied in American public activity.

Results in Terms of Children.

The results gained from the maintenance of the public schools and the instruction given must appear ultimately in terms of children. The strictly rural population in the county in 1904 was 15,979, showing a decrease in this population of 1,464 in the preceding ten years, while in the same period the village population increased from 3,559 in 1894 to 4,001 in 1904, and the population of the city of Kalamazoo increased from 21,054 in 1894 to 29,784 in 1904. The school census for 1906-1907, showed a total school population of 12,959, of whom 3,824 were in rural, 1,148 in village and 7,987 in the city. There were 122 rural districts varying in area from 1 3-16 to 13½ sections and in valuation from $22,020 to $495,800; in tax rate, from .001 to .005½%; in months of school, from 7 to 9½; and in school population from 6 children to 96.

The averages for the districts of the county were:

	Rural.	*Village.*	*City.*
Area in sections,	4	4 3-16	8
Valuation,	$94,000	$450,000	$19,023,800
Tax rate,	.0022	.0044	.0062
Children,	31	164	7,987
Months of school,	8.4	9	9.4

Ages.

Classifying the rural children by age limits, 2,962 were found between 5 and 14; 2,110 between 8 and 14, inclusive; 1,167 between 14 and 20 years of age. A total of 2,439 children were enrolled in rural schools for the year. This is 64% of the school population. The total average daily attendance was 1,812 children. This was 74% of the enrollment and 47% of the census. Going more closely into these figures, it appeared that of 1,167 rural children between 14 and 20 years of age, 156 were in non-resident attendance at school and 180 were in rural school. Among the 1,301 children between 8 and 14 years of age for whom accurate statistics were available, 286 had nine months' schooling; 480 had eight months; 228 had seven months; 92 had six months; 64 had five months; 55 had four months; 28 had three months; 22 had two months; and 46 had one month, or less.

The age period from 8 to 14 is the most significant in the comparison, because distance from schools reduces the attendance of very young children and the absence of secondary instruction from most rural schools means that few children from 15 to 20 years of age will be likely to attend. The seven years from 8 to 14 inclusive, constitute a period in which may be put the substance of elementary education. It was found that many children of this vitalizing age did not, because of late enrollment and desultory attendance, put in one-half the time in school. The compulsory attendance law is meant to ameliorate this condition and as at present administered an improvement in percentage of attendance is being made each year. The gain in the year reported was 11%.

Factors.

Conditions outside the school itself, which are determining factors in rural school attendance, are only in part capable of demonstration by statistics. The average distance of rural school pupils from school was ⅓ of a mile and there were 1,585 children enrolled who lived more than a mile from school. The per centage of country children who rode to school was .013 and the per centage having warm dinners was .226. The most frequent excuses for absences were: Work, 51%, sickness, 23%, lack of interest, 12%, and the most frequent excuses for

tardiness were: Chores, 34%; distance, 33%; late rising, 21%. The comparative punctuality as shown by the per centage of tardiness was rural, 2, villages, 1½, city, 1-5. The regularity of attendance was rural, .89, village, .93, city, .93½. In some instances, the daily work of the larger children was a necessary factor in family support. In many cases, the convenience and value of child labor on the farm had plainly reduced school attendance. In this matter, the country boy as compared with the country girl, is severely handicapped as appears from the percentages of the attendance of boys and girls which is, based on enrollment—boys, 72 and girls, 80; and based on number belonging is—boys, 88, girls, 90.

Attendance.

There are several conditions within a school, which are without doubt determining factors in attendance. In the rural schools studied, the most noticeable features of the various school rooms which might not encourage regularity and joy in attendance, were: First, disorder in some one or more of its many manifestations. This condition results from less well adapted and cared for physical furnishings and from the multiplicity and brevity of classes, which is likely to accentuate confusion and dispel conscious unity in rural schools. A second factor affecting regularity in attendance in rural schools was found in the failure on the part of both pupils and teachers generally to feel the stimulus of definiteness in their work. Farm life gives children definite tasks. A consciousness of the beginning, the probable length and the certain end to the task assigned, constitute the chief stimulus toward getting it done. The great aid to attendance and work in school to be gained from this stimulus is not frequently appreciated. A third deterrent to attendance was found in the limitations of the teachers.

Integrating Effectiveness.

School Values.

The value of the school as an integrating agent in rural community life lies primarily in the success of its work as a school. No single institution can so cheapen rural community life as a poor school, because next to the common industry—agriculture—the school is the greatest mutual interest. Besides doing what it is specifically directed to do—interpret to children their inheritances—the school may react as a unifying agent through the school library, the annual meeting, the course of study, the social activities of the pupils, co-operation between school and home, through being the leader in, or at least the host for, the intellectual and aesthetic community meetings, and through sympathetic, voluntary, competent and unostentatious promotion of the best things by the teacher.

Libraries.

The effectiveness of school libraries may be estimated from these facts: Supply in volumes to one hundred children—rural, 175, village 300, and city 463. The volumes added in the year for one hundred children were—rural 9, village 29, and city 24. Thirty-seven of the rural schools—30%—had no library, and 74% of the rural schools having libraries, made no additions during the year.

The unifying influence of the annual meetings of the districts is no doubt larger than the small attendance at these meetings indicates. The attendance for the year was, in percentage of voters, for rural districts, 38; village districts, 16; and city districts 33.

Teachers' Social Attitude.

Community leadership by teachers was very uncommon. The percentage of homes visited by rural teachers was 51. There were 56% of these teachers who attended local social functions and 48% of them had social functions managed by their schools. Public entertainments were given by 59% of the schools. This data shows

that nearly one-half of the country teachers in the county have no special identification with the communities where their work is done. The nonresident teacher has cut so little figure as a citizen in many communities that he is no longer regarded by these communities as an asset worth considering outside of the school for any purpose whatever in local life. Teachers who had some special gifts for leadership and who used these gifts in and out of school very evidently multiplied their value to the community.

Conclusion.

The thoughtful reader of the foregoing pages has had proof sufficient to provoke serious consideration of four inequalities in the State's provision for the intellectual uprearing of her youth:

1. The collection and use of the public funds.
2. The agencies instituted for the qualification of publicly employed teachers.
3. The supervisory control of the schools.
4. The years of instruction offered at public expense.

Two groups of questions immediately suggest themselves to the student of rural schools:

First group—

1. To what extent are these inequalities due to defects in the statutes?
2. What amendments are necessary?

Second group—

1. What inequalities are not due to defects in the statutes?
2. How may these be reached and remedied?

The answers to these questions, which the facts presented in this report suggest are:

First group—

1. Inequalities in the—
   - (a) Collection and use of the public funds,
   - (b) in supervision,
   - (c) in the years of free public instruction,

   are due to inadequate statutory provisions.
2. The amendments suggested are—
   - (a) the enlargement of the area unit for taxation purposes from an ungraded district to a township, this not necessarily to involve the centralization of the schools, ample provision for which, when desired, has already been made;
   - (b) the provision of sufficient means for securing efficient supervisory direction of all the schools;
   - (c) the extension of the privilege of free secondary instruction to pupils in schools not giving such instruction through the payment of tuition and transportation by the township.

Second group—

1. Inequalities in the qualification of publicly employed teachers are human considerations largely not subject to legal control. However, there is at present a very noticeable difference in the preparation by the State of teachers for ungraded rural schools and graded urban schools. This condition is not due to defective statutes. It is due largely to an interpretation of the statutes which has permitted a concentration of the State's appropriations for teacher training, more than five-thirteenths of which

has been paid by the rural ungraded districts, upon the preparation of teachers for graded urban schools.

2. This condition has come into public attention and in recent years a redirection of part of the normal school activities to the service of the ungraded rural schools has begun in a small way to make good to these schools the accumulated loss of the years. Further attempts have been made to refund to rural communities that which has been taken from them by the State without practically any direct return, by the remitting of tuition in the normal schools to teachers preparing for country service and by the institution of the county normal training classes, largely supported by the State, for rural teachers. When by special concessions the State has done all within her power to square her old account of neglect in the preparation of teachers for the rural school, and when she so uses current public appropriations for teacher training that an honest proportion of it fructifies to the benefit of the country children, the present discreditable condition will have been recognized and it will be in process of being remedied.

TOWNSHIP UNIT SYSTEM.

Rural school problem.

The only real school problem in Michigan at the present time is the rural school problem, and in the light of the increased attention given public schools and the investigations that have been instituted, it is our desire to contribute to the solution of this great problem.

Early conditions.

At the outset the people in Michigan were thinly scattered over the southern part of the State. They were poor and the support of public education was limited. Michigan inherited practically the New York district system and the necessities of the case caused the construction of small, one-room school buildings, and these were furnished and equipped to give instruction in a limited number of subjects and on a very narrow scale. The subjects of reading, writing, and arithmetic covered nearly the whole course. The increase of population and wealth caused the number of these schools to increase while their character remained nearly the same, and it is only in very recent years that the course of study now pursued has been practically followed in all the rural schools. The introduction of such subjects as language, history, civics, physiology, drawing, nature study, has been slowly accomplished, and at the present time the course of study covers many subjects, and yet the equipment of the room and the number of teachers employed has remained about the same as in former times. Very few school buildings have even yet been erected having more than one room, and practically none have been constructed with basements which may be finished off for workshops, kitchen and play-room use. The plot of ground selected as the school site has not averaged over half an acre and thus the means for observation work in nature study and for experimental work in agriculture which is now being talked about has not been possible.

Needs.

Because of all these things and because of the pressure now being brought to bear upon the rural schools in the way of increasing the course of study by the introduction of some forms of manual training and a study of agriculture, and because of the construction of our buildings and the training of our teachers, we repeat the statement that the real school problem before the people of Michigan to-day is the rural school problem.

Of the 743,030 children of school age in this State, nearly one-half live on farms, and if they attend school, go to the one-room country school. The country school, as now organized, does not offer to children as many advantages as do the city and village schools.

The following are some of the advantages which city children have over other children: First, the high school; second, manual training, domestic science, music and drawing; third, close supervision of teachers by experts in education; fourth, the association with other children. **Advantages.**

The following are some of the disadvantages in country schools as now organized: First, the necessity of employing cheap teachers, owing to the small taxable area; second, the great number of classes and the small number of pupils in each class; third, the lack of effective tools for teaching; fourth (to us most serious), the lack of possibility of introducing an effective, scientifie study of agriculture.

The district system was founded a good many years ago, and while it may have been wise and effective for our forefathers, we believe that it is neither wise nor effective in this generation. In the older farming communities the multiplication of districts and the changes that have come about through time in the number of children in the districts have given rise to some peculiar conditions. There are several districts in this State with only two children of school age on the census list, many with three, four, five each, and in Oakland county there is one district in which there is not a single child of school age. In the township of Cambria, six miles square, in Hillsdale county, there are eleven school districts and ten one-room country schools. In the State of Michigan there are more than 1,000 districts out of the total 7,302 which have fifteen or fewer children of school age on the census list. There is, then, a large fraction of the total number of school children in the State who do not have as good school advantages as do the others. That is to say, children living in the country do not have equal school opportunities with those living in a city. We maintain that this is un-American, unjust, illogical, and subversive of the very foundation principle of this government, namely, equal opportunities for all. **Present conditions.**

We submit the following tabulations of statistics of the township of Albion, in the county of Calhoun. We also submit the monthly per capita cost for education in the neighboring city of Albion:

County of Calhoun, Township of Albion.

No. of district.	Census.	Enrollment.	Between 14–18.	Number months.	Average attendance.	Wages.	Other expenses.	Cost per capita, per month.
2f	19	8	5	9	7	$225 00	$36 66	$4 15
3f	32	20	10	9	12	255 00	17 16	2 52
4	24	12	3	8	7	215 00	29 89	4 37
5	21	14	5	9	9½	315 00	42 80	4 23
6	58	34	18	9	25	315 00	45 43	1 60

City of Albion.

City.	1639	1114	430	9½	1068	$18,112 31	$3,865 18	$2 16½

Out of 43 districts in Livingston county, with an average attendance of 8, and the average number months school 8.4, the average cost per capita per month is $4.05; while in four villages of that county having an average attendance of 225, and an average number of months school of 10, the average cost per capita is $2.36.

You will note that the cost of education per capita in the city is much less than in the township. These are not extreme cases. We do not think that there is a single county south of Saginaw in which a parallel case can not be shown. The city children get better service at a less cost. The city children have the advantage of a high school. It is true that many well-to-do farmers send their children away from home to the high school, their daughters at fourteen or fifteen years of age, and their sons at the age when they could be of some assistance on the farm. But the tragic thing about it all is that a very small percentage of the country children ever attend a high school. The door of opportunity is closed to the greater proportion of them.

Tuition.

Then, too, country people pay large sums of money for tuition. For instance, in Kalamazoo county last year the country people paid nearly $3,000 in tuition to the cities. We believe this money would have been better spent in the country schools. But the question will arise, "Can the country school ever be made as effective as the city school? Can it be made to offer equal advantages to its patrons?" We are of the opinion that it can not as long as the present organization is retained.

The logical unit in education is the township. We believe that one board of education can better administer the affairs of the township than can ten or fifteen boards. There are townships in Michigan which have from ten to fifteen schoolhouses. They ought not to have over five. It makes the administration of educational affairs extravagant. The people do not get value received for their money. We believe that the township district unit system would solve some of the perplexing problems of the country school.

Advantages.

These are some of the advantages which we hope may come with the township unit system: First, better and more economical business administration; second, high school privileges near at home; third, better teachers, because there would be fewer and therefore better paid; fourth, expert supervision; fifth, the elimination of small, weak schools and the bringing together of the children in centers. The country schools would then have advantages similar to those enjoyed in city schools. It would make possible for the rural centralized schools, education in music, drawing, manual training, domestic science, and in that most important of all arts and sciences, agriculture. Let the boys and girls on the farm have a square deal.

New Law.

The last Legislature provided the machinery whereby the district system can be changed to the township unit system. Up to this time the townships that have the township unit system have all been secured by special acts and as the new Constitution does away with all special acts, the Legislature thought it advisable to provide some way by which the people of the State could take advantage of the township unit system. Having this in mind, they prepared the necessary machinery, and it is my desire that the people living in the country and sending their children to the small district schools will take advantage of

the recent act passed by the Legislature and change the district system to the township unit system.

There is no question as to the relative efficiency of the two systems. It has been tried in many states as well as in the Upper Peninsula, and in many townships of the Lower Peninsula of Michigan, and all agree that the township system is far superior to the district system. I hope many townships during the next year will take advantage of this new law.

RURAL HIGH SCHOOL.

But two rural high schools have been established , one in Excelsior township, Kalkaska county, and one in Mundy township, Genesee county. In several townships an effort has been made to secure the necessary vote, but generally it has not met with success. One of the principal reasons for lack of the interest in the matter has been the problematic outlook with reference to the bill providing for township districts. The adoption of that system would at once settle the question of high schools in all townships where they are needed; and the probability that the bill would become a law quieted for the time being the anxiety that many parents feel for their children who have completed the common school studies. Another reason for the lack of interest is the conservatism of the rural people, a conservatism so deep seated that in many cases it develops a non-progressive spirit, which precludes the possibility of an unprejudiced study of a new proposition, even when the interests of the community and of the people themselves seem to demand radical changes. This is especially true with reference to educational matters. We have come so fast and so far during the past few years that the person who is not studying educational advancement does not appreciate the advance. Many things that have passed far beyond the stage of experiment in education, and have already become a necessity because incorporated into the every day life of our citizens, are still considered by some of our people as "fads". The result is that because educators are so in earnest they are apt to urge educational progress too hard; and because they are so far in advance of the rural people they are accused by them of trying to saddle upon them something that they do not want, and something that will have but one added point of interest, taxation. Out of this has grown a sort of distrust among rural people, of educators, especially those in authority, progressive school officers, commissioners of schools, and the Superintendent of Public Instruction. One of the most effective arguments against the township unit bill was the question always asked, "Why should the rural people, the ones principally affected and who must pay the bills, have a law saddled upon them that they do not ask for?" The only answer necessary is that if the rural people would take the time to study the situation and the facts concerning the measure, they would want it, and demand it. The township unit question is not beyond the understanding of the people, and when the time shall come that they give it unprejudiced study, we shall have township unit school districts with high schools where they are needed.

Rural High Schools Established.

Lack of Interest.

Township Unit Question.

A law has been enacted compelling districts to pay tuition to pupils of rural districts who have finished the eight grades; thus, the crying need of a large number of districts is met. There are, however, many townships where this law will not meet the exigencies of the situation. In the case, for example, of townships far re-

Tuition Law.

moved from any good high school, to pay the board and other expenses for a child to attend school away from his home will be a greater expense than many parents can afford.

Higher Education.

For the present, except in those comparatively few cases, the rural high school is the only solution to the problem of the higher education of the rural boys and girls, and now that the question of the township unit district is settled, there should be a forward movement along this line.

In the two townships mentioned above as having rural high schools we hear favorable reports. Doubtless there are many improvements to be made which experience will discover.

Report of Rural High School in Mundy Township.

I give below some extracts from the report of the rural high school, Mundy township, Genesee county.

The township high school of Mundy township, the first of the new system to be established in Genesee county, has just closed its first year's work. Although an experiment, it is the opinion of the board which had it in charge and County Commissioner Potter that its work has been a success. The benefits of the school have been so marked among the students, it is stated, that the board has decided to add one grade, the eleventh, to the course for next year.

The township high school is designed to furnish a high school education to the students in rural districts who are unable to leave home to attend a high school in a neighboring city or town. The Mundy school was established last fall with the ninth and tenth grades, the first two in a high school course.

Walter Allen was principal of the school during the year and furnishes the following figures of its work: Total attendance, 4,264; number of days of school, 180; average daily attendance, 23.7; percentage of attendance, 98.7; boys enrolled, 12; girls enrolled, 15; number of pupils ninth grade, 5; number in tenth grade, 21.

Annual report of the board of education of the Mundy high school of the township of Mundy, county of Genesee, for the year ending July 1, 1909:

RECEIPTS.

Direct tax on township	$1,000 00
Sale of sundries	90
Total receipts	$1,000 90

EXPENDITURES.

School furniture	$126 53
Freight	6 56
Rent	45 00
Fuel	39 00
Teachers' salary	540 00
Labor (carpentering and papering)	37 50
Officers' salary	40 00
Dictionary and map	11 00
Randall Lumber Co	16 93
Interest	17 50
Stove and pipe	22 90
School supplies	17 21
Repair of building	5 42
Total expenditures	$925 55
Amount on hand	75 35

The board of education has voted to raise $800, which will cover all the expenses for the year ending July 1, 1910.

The course of study provides for the teaching of the ninth, tenth and eleventh grades.

We hereby certify that the above is a correct report.

H. M. JENNINGS, President.
EUGENE C. ALLEN, Secretary.
HENRY NEWTON, Treasurer.
F. P. LAROBARDIERE, Trustee.
FRANK I. GILBERT, Trustee.

COUNTY NORMAL TRAINING CLASSES.

For more than half a century the Department has felt the great need of improvement of conditions in the rural schools of the State, and during the last decade this has become the foremost educational question before this State. Nearly fifty per cent of the children of Michigan are being trained in the rural schools, and probably less than ten per cent of those children will ever attend other schools. That they are entitled to better school privileges cannot be denied. One of the propositions advanced and in operation for six years, to accomplish this purpose has been the establishment of county normal training classes, wherein young persons may be specially trained for the work of teaching in the rural schools.

Establishment.

The establishment of a rural department in our State Normal Schools was not a complete solution of the problem, because of the inability of those schools to furnish teachers in sufficient numbers to meet the demand to any great degree.

Previous to the establishment of the county normal training classes, less than two per cent of the teachers in the rural schools of Michigan had had any normal training. At the time of our last report, in 1907, this had been increased to twenty per cent. Today, 30 per cent of the rural teachers have had at least one year of training for their work.

Increase in Trained Teachers.

In June, 1908, 470 students were graduated for the thirty-six classes then in operation. In June, 1909, 587 students were granted certificates in the following forty-one counties: Arenac, Antrim, Charlevoix, Clinton, Gratiot, Kalkaska, Oakland, Osceola, St. Clair, Wexford, Barry, Ionia, Ingham, Iosco, Macomb, Mason, Mecosta, Midland, Oceana, Shiawassee, Calhoun, Cass, Manistee, Newaygo, Otsego, Allegan, Branch, Lapeer, Lenawee, Ottawa, Saginaw, Van Buren, Cheboygan, Genesee, Montcalm, Menominee, Tuscola, Benzie, Berrien, Eaton, Sanilac.

Schools for 1909.

We are each year becoming more and more impressed with the wisdom of the measure for the establishment of the county normal training classes, and the maintenance and control of the same, as passed by our legislature in 1903, and amended in 1905. A great change in the personnel of the teaching force has been brought about.

The consensus of opinion of the commissioners of the counties where classes have been in operation as to the effects on the teaching force and schools of such counties, is as follows: A radical improvement along the line of methods used, increase in professional spirit among the teachers of the county, advance in wages, and increase in the power of the teacher because she knows how to prepare a lesson, how to present it, and what results ought to be obtained. They agree that the county normal training classes afford splendid practical training.

Opinion of Commissioners.

At the time of the State Association in Saginaw, in October, 1908, a meeting of the county normal teachers, superintendents, and commissioners was held, at which time subjects pertaining to the training classes and rural schools were discussed.

Summer Session at M. A. C.

In 1908 a summer school was in session for four weeks at the M. A. C., where work was given especially for county normal teachers along the lines of agriculture, including crops, soils, live stock, entomology, ornithology, horticulture, weeds, and agricultural pedagogy. In 1909 a similar course was given, but included, in addition to the above, domestic science and domestic art. These courses have been of great value to those in attendance.

No material changes in the plan and outline of the work have been made since the publication of the bulletin in our report of 1906.

The tendency is toward the establishment of the two-teacher plan, it having been in operation in sixteen of the classes of the past year.

While Michigan is keeping pace with other States in the county normal training work, the movement is not yet perfect in its working.

Aim.

It is the aim each year to raise the standard of work a little higher, and to exercise greater care in admission to classes, adhering more rigidly to the specific qualification requirements, and to insist that graduation therefrom shall depend no less upon capability and fitness to teach than upon scholarship.

COUNTY SCHOOLS OF AGRICULTURE.

Law Authorizing.

The legislature of 1907 passed a law authorizing the establishment of county schools of agriculture. This law was modeled after the statute of Wisconsin which authorized a limited number of secondary schools in which agriculture and other industrial subjects should be taught. In that state the legislature made an annual appropriation toward the support of these schools. Under the operation of that law several counties have established such schools and they have been in successful operation.

Provisions of Law.

The Michigan law provides that any county may establish such a school and creates a county school board of which the county school commissioner becomes secretary by virtue of his office. The school board has powers similar to those exercised by a board of education in a graded school district. The county treasurer is the treasurer of the board and handles all the funds. The county is authorized to vote a tax for building, apparatus, instruction and general equipment and may bond itself for these purposes. The law prescribes that the superintendent of the school must be at least a graduate of an agricultural college and be approved by the Superintendent of Public Instruction and the President of the Michigan Agricultural College. The course of study pursued must also be approved by these officials.

First School

Menominee county was the first to take advantage of this law. The city of Menominee donated 110 acres of land for the use of the school and the county appropriated $20,000 which was used in the construction of a very fine building and supplying it with the needed apparatus. The course of study includes the subjects of agriculture, manual training, domestic science and domestic art.

Entrance Requirements; Course of Study.

The school is open to all children of the county who have completed the eighth grade and the course covers a period of two years. Mr. J. F. Wojta of Minnesota was elected as the first superintendent and he has demonstrated his particular fitness

for this kind of work. He has been ably assisted by three instructors. The course of study besides giving instruction in the specific branches mentioned above affords an opportunity for a careful review of the common branches including a study of commercial arithmetic, commercial practice, history and language.

Attendance.

Forty-three students entered the school the first year. During the current year the attendance has been between fifty and sixty. The necessity of a building in which the instructors and students might live and board caused the county to appropriate money to erect a dormitory and it is believed that this will prove a most valuable addition to the work of the school.

State Aid.

The legislature of 1909 amended the original act by providing that when in any county one hundred acres of land or more was set apart for such a school and the county had provided buildings and equipment to the value of $20,000 that the State would appropriate not to exceed $4,000 annually to reimburse the county for the expense of instruction. This appropriation, however, was limited to the existing schools.

Results.

The work of the county school of agriculture has been satisfactory thus far and there is no question as to its value, educational and industrial. During the winter short courses are presented by the several instructors for the benefit of the farmers and farmers' wives of the county and the attendance during the current year has amounted to something over one thousand persons for these special courses. Those who are in charge of the school are enthusiastic in its praise and the county board of education believes heartily in the ultimate success and value of the undertaking.

TEACHERS' EXAMINATIONS.

Intensive Plan.

The plan of selecting certain topics for intensive study for third grade certificate applicants has met with so much favorable comment that it will doubtless be continued during the next two years of my incumbency of this office. Like all methods of examining persons for teachers, it has its objections. We believe, however, that it is better to cover a small area thoroughly than to do superficial work in an entire subject for examination. A person who can pass successfully a searching examination in percentage must needs be proficient in many other parts of arithmetic; and although he may be ignorant of some topics, the examiner knows that he has the mathematical strength to master such topics should it become necessary to teach them. On the other hand, a person may pass a fair examination on superficial questions covering an entire subject, and be totally unfit to teach that subject. As every third grade teacher must pass two examinations before receiving a renewal or second grade, he is quite sure in our arrangement of topics to pass a thorough examination in all the fundamental topics of each and every subject. To do this, he must study each subject thoroughly; in other words, must master it. It thus becomes quite certain that before he receives a renewal or second grade, he has shown himself to be well equipped in the major parts of the entire examinations.

Scope.

I am pleased to know that the examining boards are giving more attention to the personal element, and to successful experience in the school

Teaching—the Test. room, in the granting of certificates. Nothing succeeds in a school room like success; and when a person has shown that he possesses that peculiar, indefinable, and elusive quality, called, for lack of a better name, personality; the quality that helps, influences, and guides; no board of examiners should let the schools lose him because of the failure of a few points in a written examination. I would not be understood as countenancing poor work in examinations, or in any way lowering the standard, but as giving due credit to those God-given teacher-qualities, without which no proficiency in merely academic work can make a truly great teacher. It has long since been agreed that the academic test alone for teaching is absolutely untrustworthy, and I urge upon examining boards not less stringency in mechanical academic tests, but much more attention to the personal element,—moral character, the habits, the language, the dress, and the general appearance. Examining boards should have the moral courage to refuse a certificate to persons whose general *ensemble* of the above characteristics is unprepossessing. We exclude immoral persons from the teachers' ranks, because pupils unconsciously imitate their teachers. For the same reason we should exclude persons whose other qualities are such as we would not wish reproduced in our pupils.

Standards.

Examination Questions. No person who assists in the preparation of the examination questions feels that he is infallible. The members of the board of examiners are on the ground; the commissioner especially is in touch with the schools and the teachers, and has continually before him the needs of these schools and the ability of the teachers; they consequently are qualified to criticise. And while it is the wish to elevate the standard of the teacher's profession, no one desires to make the upward grade so steep as to force experienced and successful teachers out of the ranks. Indeed, we must have the teachers who are now at work continue in the work. The additions to the teacher's ranks in this State yearly are so small in comparison to the army of teachers that we can just about hold our own against the more lucrative callings and matrimony. When, therefore, it appears that the questions prepared in this Department seem to be too severe for the body of the teachers as they are, it is not only fair, but it is the duty of commissioners of schools to notify this Department of that fact.

Encouragement. There is one encouraging outlook in this very preplexing problem of teacher's qualifications, and that is the decreasing number of people who qualify for teacher's work purely through examination. The increased attendance at the State Normal Schools, the increased enrollment at our various Colleges of those preparing for teachers, and the well patronized County Normals throughout the State, all combine not only to elevate the preparation of teachers, but to reduce the salaries and bring into a sort of disrepute the qualifications of teachers by examination, thus reducing their numbers. But it will be many years, even if the above schools are crowded to their utmost, before we shall have a teaching force without some teachers who are qualified through the medium of an examination.

There is one serious matter which I feel impelled to touch upon at this point, and that is the complaints of favoritism in some localities in the granting of certificates, which have been lodged with this Department. I know that often-times these complaints, if traced to their sources, would prove to be purely the imaginings of some disgruntled applicant. But,

on the other hand, there is no question but that there have been cases in which political manipulation and influences have had to do with the issuing of certain certificates. It is unnecessary for me to say that this is not only reprehensible, but that it will in time bring an examining board into disrepute; and if it should become a matter of general practice, would be as it has in the past, the occasion of the peoples' demand that the whole scheme of County examination for certificates and county supervision be wiped out. I urge upon all boards of examiners that all their work be open to inspection; and whenever such complaints come to their ears, the public be notified that all documents in the office and all records are public property and open to inspection, and that nothing has been done under cover, or which the examining board is not willing should be held up to public inspection.

In other words, of all the public officials in this State, there are none in which the confidence of the people is so important, and there is no condition in which the interests of the public can be more jeopardized than by a suspicious attitude of the public toward the work of those having official charge of the education of its youth. **Public Confidence.**

MASTERPIECES FOR TEACHERS' EXAMINATIONS.

March,	1901	To a Waterfowl. Bryant.
June,	1901	Evangeline (selections from). Longfellow.
August,	1901	Enoch Arden. Tennyson.
October,	1901	Elegy. Gray.
March,	1902	Vision of Sir Launfal. Lowell.
June,	1902	The Courtship of Miles Standish. Longfellow.
August,	1902	Merchant of Venice. Shakespeare.
October,	1902	Deserted Village. Goldsmith.
March,	1903	Vision of Sir Launfal. Lowell.
June,	1903	Sesame. Ruskin.
August,	1903	American Scholar. Emerson.
October,	1903	A Rill from the Town Pump. Hawthorne.
March,	1904	Canto V, Lady of the Lake. Scott.
June,	1904	Cotter's Saturday Night. Burns.
August,	1904	Act III, Julius Caesar. Shakespeare.
October,	1904	Thanatopsis. Bryant.
March,	1905	Silas Marner. Eliot.
June,	1905	Legend of Sleepy Hollow. Irving.
August,	1905	Elegy. Gray.
October,	1905	Oration at Laying the Corner Stone of the Bunkerhill Monument. Webster.
June,	1906	Act III, Hamlet. Shakespeare.
August,	1906	Intimations of Immortality. Wordsworth.
October,	1906	Gray Champion. Hawthorne.
June,	1907	Speech on Conciliation of American Colonies. Burke.
August,	1907	Princess. Tennyson.
October,	1907	Ode to a Skylark. Shelley.
June,	1908	Birds, Bees and Sharp Eyes. Burroughs.
August,	1908	Comus. Milton.
October,	1908	The Raven. Poe.
June,	1909	Lady of the Lake. Scott.

Teaching—the Test.

room, in the granting of certificates. Nothing succeeds in a school room like success; and when a person has shown that he possesses that peculiar, indefinable, and elusive quality, called, for lack of a better name, personality; the quality that helps, influences, and guides; no board of examiners should let the schools lose him because of the failure of a few points in a written examination. I would not be understood as countenancing poor work in examinations, or in any way lowering the standard, but as giving due credit to those God-given teacher-qualities, without which no proficiency in merely academic work can make a truly great teacher. It has long since been agreed that the academic test alone for teaching is absolutely untrustworthy, and I urge upon examining boards not less stringency in mechanical academic tests, but much more attention to the personal element,—moral character, the habits, the language, the dress, and the general appearance. Examining boards should have the moral courage to refuse a certificate to persons whose general *ensemble* of the above characteristics is unprepossessing. We exclude immoral persons from the teachers' ranks, because pupils unconsciously imitate their teachers. For the same reason we should exclude persons whose other qualities are such as we would not wish reproduced in our pupils.

Standards.

Examination Questions.

No person who assists in the preparation of the examination questions feels that he is infallible. The members of the board of examiners are on the ground; the commissioner especially is in touch with the schools and the teachers, and has continually before him the needs of these schools and the ability of the teachers; they consequently are qualified to criticise. And while it is the wish to elevate the standard of the teacher's profession, no one desires to make the upward grade so steep as to force experienced and successful teachers out of the ranks. Indeed, we must have the teachers who are now at work continue in the work. The additions to the teacher's ranks in this State yearly are so small in comparison to the army of teachers that we can just about hold our own against the more lucrative callings and matrimony. When, therefore, it appears that the questions prepared in this Department seem to be too severe for the body of the teachers as they are, it is not only fair, but it is the duty of commissioners of schools to notify this Department of that fact.

Encouragement.

There is one encouraging outlook in this very preplexing problem of teacher's qualifications, and that is the decreasing number of people who qualify for teacher's work purely through examination. The increased attendance at the State Normal Schools, the increased enrollment at our various Colleges of those preparing for teachers, and the well patronized County Normals throughout the State, all combine not only to elevate the preparation of teachers, but to reduce the salaries and bring into a sort of disrepute the qualifications of teachers by examination, thus reducing their numbers. But it will be many years, even if the above schools are crowded to their utmost, before we shall have a teaching force without some teachers who are qualified through the medium of an examination.

There is one serious matter which I feel impelled to touch upon at this point, and that is the complaints of favoritism in some localities in the granting of certificates, which have been lodged with this Department. I know that often-times these complaints, if traced to their sources, would prove to be purely the imaginings of some disgruntled applicant. But,

August. Computations of building material such as joists, studding, sheeting, flooring, siding, roofing.
Partial payments and discounting notes.
Farm problems.
Area and volume.
Mental arithmetic.

October. Accuracy in the fundamental operations with integers, fractions, and decimals.
Principles of the same.
Explanations of same.
Denominate numbers.
Mental arithmetic.

GRAMMAR.

June. Language work based on art.
Suggestion—study of pictures, life of artist, etc., stories of the Madonnas.
Verbs—classes, voice, mode, tense, conjugation.
Adverbs—classes, forms, uses.
Prepositions.
Conjunctions.
Sentence study, syntax, analysis.

August. Language work based on nature study.
Suggestion—study of woodpecker, toad, or trees of locality as basis for oral and written language.
Sentence study, syntax, analysis.
Pronouns—inflections, forms, uses.
Adjectives—classes, comparison, uses.
Rules for puctuations and capitalization.

October. Language work based on stories.
Suggestions found in State Manual. Kind of story, how to tell a story, use in oral work, etc. Myths.
Infinitives, participles, gerunds.
Letter writing. Business forms.
Kinds of sentences. Kinds of clauses.
Nouns—classes, gender, person, number, case.
Sentence study, syntax, analysis.

GEOGRAPHY.

The aim of the questions during the coming year will be to promote intensive study rather than extensive. The questions will be more difficult but they will cover fewer topics. It is believed that a teacher who has thus studied a few topics or a certain phase of a subject deeply and well, will be better able to work out for herself and then to teach the remaining topics, than she will by skimming the surface of the whole subject.

This examination will cover physical geography as outlined in almost any one of the modern texts in that subject, viz.—Davis, Tarr, Dryer, Salisbury, Fairbanks, Gilbert and Brigham, etc. The applicant in his preparation and study should have in mind the following points:

June. Physical geography—
Get clearly in mind the feature or phenomena described and studied.
Understand the cause or origin of the feature or process.
What human or life relation and influence does the feature, phenomena or process have?
Be able to give existing examples or illustrations.

August. Regional geography—
United States, Great Britain, Germany.
Physical features—
Climate.
Location and distribution of mineral resources.
Occupations and commerce.
Distribution of population; location and growth of important cities with explanation for the same.
Relation of geography to history.

The aim in this study should be to show how the country in which these different people live influences the lives and occupations of the people.

MASTERPIECES FOR EIGHTH GRADE EXAMINATIONS.

May,	1901	Concord Hymn. Emerson.
Feb.,	1902	Snow-Bound. Whittier.
May,	1902	Planting of the Apple Tree. Bryant.
May,	1903	Great Stone Face. Hawthorne.
May,	1904	Paul Revere's Ride. Longfellow.
May,	1905	Barefoot Boy. Whittier.
May,	1906	Landing of the Pilgrims. Hemans.
May,	1907	Rip Van Winkle. Irving.
May,	1908	The Chambered Nautelus. Holmes.
May,	1909	Hiawatha. Longfellow.

BULLETIN NO. 16.

STATE OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION.

LANSING, November 15, 1908.

To Commissioners, Examiners and Teachers:

I submit herewith an outline for certain subjects for teachers' examinations for the year 1909.

Attention is called to Rule 9 governing two trials for second and first grade certificates that all applicants who expect to take two trials must write all of the third grade subjects at the first examination. Standings cannot be carried over from one examination to another for third grade certificate. *The outline given below applies to third grade examination only.*

Commissioners should distribute these circulars to all teachers, prospective teachers, and graduating classes.

DATES OF EXAMINATIONS.

June 17–19.
August 12–14.
October 21–22.

READING.

June. Lady of the Lake—Scott.

August. Sketch Book—Irving. "The Legend of Sleepy Hollow. Westminster Abbey. Rip Van Winkle."

October. Snow-Bound—Whittier.

PROSE.—Read the entire selection. Study with special reference to author, author's style, character of selection (narrative or descriptive), historical and mythical references, definition and etymology of difficult or unusual words, memorizing of choice selections.

POEMS.—Read the entire poem, study with reference to poet, style, kind and structure of selection, setting, meter, historical and mythical references, figures of speech, memorizing of quotations.

ARITHMETIC.

June. Principles and explanations of the operations of percentage.
The various problems of percentage.
Commercial forms.
Area and volume.
Square root and mental arithmetic.

August. Computations of building material such as joists, studding, sheeting, flooring, siding, roofing.
Partial payments and discounting notes.
Farm problems.
Area and volume.
Mental arithmetic.
October. Accuracy in the fundamental operations with integers, fractions, and decimals.
Principles of the same.
Explanations of same.
Denominate numbers.
Mental arithmetic.

GRAMMAR.

June. Language work based on art.
Suggestion—study of pictures, life of artist, etc., stories of the Madonnas.
Verbs—classes, voice, mode, tense, conjugation.
Adverbs—classes, forms, uses.
Prepositions.
Conjunctions.
Sentence study, syntax, analysis.
August. Language work based on nature study.
Suggestion—study of woodpecker, toad, or trees of locality as basis for oral and written language.
Sentence study, syntax, analysis.
Pronouns—inflections, forms, uses.
Adjectives—classes, comparison, uses.
Rules for puctuations and capitalization.
October. Language work based on stories.
Suggestions found in State Manual. Kind of story, how to tell a story, use in oral work, etc. Myths.
Infinitives, participles, gerunds.
Letter writing. Business forms.
Kinds of sentences. Kinds of clauses.
Nouns—classes, gender, person, number, case.
Sentence study, syntax, analysis.

GEOGRAPHY.

The aim of the questions during the coming year will be to promote intensive study rather than extensive. The questions will be more difficult but they will cover fewer topics. It is believed that a teacher who has thus studied a few topics or a certain phase of a subject deeply and well, will be better able to work out for herself and then to teach the remaining topics, than she will by skimming the surface of the whole subject.

This examination will cover physical geography as outlined in almost any one of the modern texts in that subject, viz.—Davis, Tarr, Dryer, Salisbury, Fairbanks, Gilbert and Brigham, etc. The applicant in his preparation and study should have in mind the following points:

June. Physical geography—
Get clearly in mind the feature or phenomena described and studied.
Understand the cause or origin of the feature or process.
What human or life relation and influence does the feature, phenomena or process have?
Be able to give existing examples or illustrations.
August. Regional geography—
United States, Great Britain, Germany.
Physical features—
Climate.
Location and distribution of mineral resources.
Occupations and commerce.
Distribution of population; location and growth of important cities with explanation for the same.
Relation of geography to history.

The aim in this study should be to show how the country in which these different people live influences the lives and occupations of the people.

October. Commercial geography—
A study of the world's commerce with the view of finding the needs and wants of the various regions as based upon geographic conditions and growing out of the occupations of the people. Any recent commercial geography will serve as an outline of study, e. g., Trotter, Adams, Redway, Gannett-Garrison-Houston.

CIVIL GOVERNMENT.

June. U. S. Constitution. Defects in Articles of Confederation.
Constitutional Convention.
Executive Department of U. S. Government—powers and duties of President—election—cabinet.
Treaties, how made.
County and township government.
Current events.

August. Present Michigan Constitution. Changes since 1851.
Ordinance of 1787 and organization of Northwest Territory.
Government of territories of the U. S.
City government.
Current events.

October. U. S. Senate and House of Representatives.
Powers of Congress.
Jurisdiction of U. S. courts.
Diplomatic service.
Current events.

UNITED STATES HISTORY.

June. Period of discovery and exploration.
War of 1812.
A study of the Monroe Doctrine—its application in recent times.
The question of the tariff—its relation to the two political parties.
Territorial growth of our country, 1845–1908.
Michigan history.
Current events.

August. The Colonial period.
The Southern colonies.
The New England colonies.
The Middle colonies.
The Revolutionary period.
The Confederation and the Constitution.
The Missouri question and compromise.
Mexican War—causes, results, relation to Civil War.
Panama Canal.
Michigan history.
Current events.

October. Period from 1781–1861, with special reference to the development of the States.
Foreign policy of Washington's administration.
Civil War. Questions leading up to it.
Reconstruction Period.
Rise of the two great political parties.
History of banking.
U. S. colonial policy.
Michigan history.
Current events.

EIGHTH GRADE EXAMINATIONS.

One of the necessary elements of a truly successful school is incentive. The rural school for many years lacked many of the incentives of the village and city schools. School work usually commenced each year at the beginning of the book and ended nowhere. Thus much of the older pupils' work was needless repetition. Incentives.

COURSE OF STUDY.

Soon after the present system of county supervision became operative progressive commissioners began the classification of studies. In a number of counties this grew into a formal course of study. The benefits of such courses were immediate and a committee was appointed at the annual meeting of the commissioners of the State to prepare a course that should be uniform for the State. The course prepared by this committee was the product of several minds and in consequence lacked unity. It gave, however, a great impetus to the country schools. Evolution.

In 1897 an entirely new Course was prepared by the Superintendent of Public Instruction. Eight editions of this have been made. Each edition has been revised to meet the continually changing condition and we have today an excellent Course of Study used in nearly every rural school in the entire State. Present course.

Much as this aided in giving solidarity to rural school work, it still lacked one thing to give it its greatest power to create interest, it had no "finish". Again individual commissioners with ideas found the way to give this "finish" by preparing examination questions for final test and granting diplomas to such pupils as had finished the full eight grades and passed the examination satisfactorily. The success in the counties adopting this plan was again the signal for a demand for uniformity throughout the State. The result is that the eighth grade examinations are now held in every county upon the same day. The questions and the same rules and regulations are prepared by the Superintendent of Public Instruction. Plan.

At first two examinations were held each year, one at the close of the winter term and the other at the close of the year of school. This seemed to be an unnecessary amount of work on the part of both pupil and teacher, and finally the plan was tried of having but one examination and that near the close of the year of work. This plan has been eminently successful, and will doubtless continue.

GRADUATION EXERCISES.

Much of the interest in the graduation exercises has been the direct result of the attention and plans of the commissioners of schools. In many counties these are made of such account that the ordinary exercises at a high school commencement are overshadowed. In some counties the exercises are held in one of the largest Commissioners' influence.

opera houses in the county and for all the graduates of the county, often numbering hundreds. It is easy to imagine the interest that must come into a rural school district when one or more of its pupils has had the honor to graduate in this manner and in such a large class.

In many counties the eighth grade examination followed by its graduation and diploma is already the goal towards which teachers, pupils, and parents look. It must not be thought, however, that this glowing interest is confined to counties having large classes. In some of the very small counties the percentage of pupils completing the eighth grade and receiving diplomas is as high as in any of the counties of the State.

According to reports of county commissioners of schools for the school year ending July 13, 1908, there were 13,062 eighth grade pupils enrolled in the ungraded schools, and 6,272 received diplomas.

EXAMINATION FORM No. 8.

STATE OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION.

LANSING, JANUARY 1, 1909.

To County Commissioner of Schools:

In the absence of legislation authorizing the eighth grade examination and the issuance of eighth grade diplomas, the Department submits the following suggestions for the conduct of these examinations according to the expressed wish of the commissioners at a recent commissioners' meeting.

The fact that the successful operation of the truancy law has given an impetus to the better grading of our schools and the securing of eighth grade diplomas, makes it necessary for commissioners and examiners to exercise great care in conducting these examinations and in marking the papers. I am sure that it is the desire of all that exact justice shall be done every child, and as our schools are pursuing the State Course of Study we may safely hold all to the same rules and regulations.

Fifteen questions will be given in each of the chief subjects and we shall attempt to make these clear enough so that the answers may be concise and short, the plan being to make the examination as comprehensive as possible for the time given.

REGULATIONS.

1. *The examination must be held on the same date in all counties. No change in this can be permitted.* For the year 1909 the examinations will be held on the *first* Thursday and Friday of May, or May 6 and 7.

2. The county school commissioner, with such assistance as he may deem necessary, shall look over and mark all papers written by applicants for diplomas. An average standing of 80% and not less than 70% in any branch should be required.

NOTE.—The commissioner need not employ the examining board, but may secure such helpers as he may desire, so as to look over the papers in a few days and get reports to schools promptly.

3. The successful applicant shall be granted a diploma signed by the

county commissioner of schools and countersigned by the teacher of the district where such pupil completed the eighth grade.

4. Only pupils who have pursued the studies of the eighth grade at least six months shall be permitted to take the examination, and no pupil's manuscripts shall be forwarded to the county commissioner of schools unless such pupil shall present a certificate from his teacher stating that such pupil has conformed to the above rule.

NOTE.—This is not to be construed as preventing other pupils from writing the examination.

5. These examinations should be conducted in three conveniently located places in the county and managed by the county board of examiners, one for each place. If this plan is not possible, the commissioner shall divide the county into convenient districts containing one or more townships, and should hold the examination at some centrally located place, a village preferred. When possible, the principals of the village or graded schools should conduct the examinations so located.

6. When the principals of such schools cannot be secured, each examination should be conducted by a person designated by the county commissioner but in no case should such person have his own pupils in the examination, nor should the teachers be permitted to examine their own pupils or mark their papers.

7. It is not desirable that teachers attend the examinations with their pupils; but in case they do attend, they must not communicate with those who are writing nor sit with them during the examination. Conductors of the examination should enforce this rule.

8. *Immediately* at the close of the examination the papers, enrollment cards, and certificates of having completed the eighth grade should be sent, under seal, to the commissioner.

9. This Department will prepare the questions, enrollment blanks, and recording registers, and will forward them to the commissioners.

DIRECTIONS FOR THE CONDUCTOR.

1. Begin the work promptly at 9 o'clock, local time.
2. Observe the following order in giving out questions.

FIRST DAY.

a. m.—Orthography, Spelling, Arithmetic.
p. m.—Penmanship, Government, Reading.

SECOND DAY.

a. m.—Physiology, Geography.
p. m.—History, Grammar.

3. Pupils taking examination must sit alone.

4. Pupils should use legal cap paper, unless some other kind is furnished.

5. Questions will be distributed to all candidates at the same time and no recess allowed till that set is finished.

6. Have the pupil fold the papers from the bottom upward one-half, fold again in same manner, then write his name and topic across the end of the folded paper. *This is important.*

7. Send papers and enrollment cards to commissioner by first express at his expense.

8. It is a good plan to write the schedule for each half day on the board.

9. I would suggest that the principals who conduct the examinations talk with the pupils, become acquainted, and encourage them to attend high schools.

10. Examiners may carefully explain points not understood by the applicants in regard to form of work and general meaning of questions; but care should be taken not to answer too many questions or to give aid in any way.

11. Fifteen questions requiring short, explicit answers will be given in each subject. The purpose of this is to cover a wider range of each subject.

NOTE.—The examiners should *observe these suggestions carefully* and read to the pupils such as relate to their work and duties.

The following reasons may be given for these suggestions:

1. *Thoroughness* and *accuracy* are demanded in all school work. These stand first. The purpose of the eighth grade examination is *not* to see how many can be crowded and crammed through.

2. Each pupil should stand on his own ability and merit. He is not to be "coached."

3. Absolute honesty, fairness, and justice must be observed and followed in all cases.

4. The examination should be sufficiently difficult to really test the pupil's ability, and time enough should be given to write it carefully. The tendency to rush pupils through the grades and out of school is one of the evils that the eighth grade diploma has engendered. This should be checked. The number of graduates is not the best or highest test of the efficiency of our schools.

5. We must insist on a thorough knowledge of the "common branches." These are fundamental.

6. The eighth grade diploma should mean something. It should stand for ability to think. When a pupil has received one he should be perfectly able to enter any high school and do the work satisfactorily.

7. The examination in reading will be based upon Hiawatha, by Henry W. Longfellow.

Very respectfully,

L. L. WRIGHT.

CIRCULAR No. 11.

STATE OF MICHIGAN,

DEPARTMENT OF PUBLIC INSTRUCTION.

LEGALLY QUALIFIED TEACHERS IN MICHIGAN.

Every teacher in Michigan must hold a certificate of qualification, granted by some legal authority. The following are the different kinds of certificates given by the various boards of Michigan:

STATE CERTIFICATES.

Examinations for state certificates are held during the last full week in March and the second full week in August of each year at Lansing and Marquette. The following are the subjects: arithmetic, algebra, geometry, botany, chemistry, geography, geology, zoology, physiology, physics, United States history, civil government, general history, grammar, rhetoric, orthography, literature, theory and art of teaching, school law, penmanship. Latin or German may be substituted for zoology, geology, or chemistry. Such certificates are granted only to those persons who have had at least two years experience in teaching in Michigan.

NORMAL SCHOOL CERTIFICATES.

Certificates issued from the rural, graded, and life certificate courses of the four State normal schools are legal certificates in the state.

UNIVERSITY CERTIFICATES.

The State University grants life certificates on the completion of its pedagogical and literary courses.

COLLEGE CERTIFICATES.

The denominational colleges of Michigan offer a pedagogical course and on its completion the State Board of Education grants college certificates to graduates of such course. Such certificates are good for four years and after three years of teaching may be re-issued as state life certificates.

COUNTY CERTIFICATES.

The county board of examiners issues two classes of third grade certificates, A and B. To obtain these certificates it is necessary to pass an examination in the following subjects: arithmetic, reading, grammar, geography, civil government, United States history, orthography and spelling, theory and art of teaching, physiology, school law, state course of study. This certificate is good for one year.

To obtain a second grade certificate it is necessary to pass an examination on all of the foregoing subjects and any two of the following four: General history, botany, physics, or algebra. The applicant must also have taught successfully at least seven months in order to receive a second grade certificate. This certificate is good for three years.

Applicants for first grade certificates shall in addition to third grade branches be required to pass an examination in general history, botany, physics, algebra, and geometry. In order to receive a first grade certificate the applicant must have taught at least twelve months. Two trials in the same year may be given applicants for first and second grades, but each applicant must write at least all of the subjects named for third grade on first trial.

When the papers of an applicant for a first grade certificate are sent to the Department of Public Instruction and there approved, such certificate is indorsed by the State Superintendent and becomes good in any county in the state for a period of four years, and may be renewed under certain conditions.

COUNTY NORMAL CERTIFICATES.

The certificates granted by the various county normal training classes of the state are good for three years and renewable. Such certificates may be transferred from one county to another.

CITY CERTIFICATES.

In cities employing a principal of the high school and a superintendent who gives not less than one-half his time to supervision the board of education is authorized to examine its own teachers and grant city certificates.

KINDERGARTEN, MUSIC, AND DRAWING CERTIFICATES.

The Superintendent of Public Instruction is authorized to grant kindergarten, music, and drawing certificates to persons who are graduates of approved institutions.

CERTIFICATES APPROVED FROM OTHER STATES.

The State Board of Education has authority to recognize normal school diplomas which operate as life certificates to teach in the state where granted, and state certificates granted on examination which operate as life certificates in any school in such state, also state life certificates issued from universities. College or university *diplomas*, degrees, or any form of *limited* certificate cannot be recognized. The Michigan State Board of Education is authorized to recognize the foregoing described certificates from the following states: Arizona, Iowa, Kansas, Minnesota, New York, New Jersey, New Mexico, Pennsylvania, Wisconsin, Indiana, Missouri, Rhode Island, Virginia, Delaware, North Dakota, Vermont, California, Nebraska, Idaho, Oregon, Washington, Utah, and Montana.

FILING OF CERTIFICATES.

Every certificate must be filed with the county commissioner of schools, or in the case of cities with the secretary of the board of education, and the institute fee paid before the holder is a legally qualified teacher and entitled to draw public money.

L. L. WRIGHT,
State Superintendent of Public Instruction.

Lansing, Michigan,
August 11, 1908.

KINDERGARTEN, MUSIC AND DRAWING CERTIFICATES.

The subjects of music, drawing and kindergarten instruction have become recognized parts of the course of study of nearly all our graded and city schools. The first of these to be introduced was the kindergarten, the law authorizing it being passed in 1891. In 1901 the legislature provided the means for recognizing kindergarten, music, and drawing teachers and granting certificates to the same. The statute placed this power in the hands of the State Superintendent, and he is also given power to approve institutions where special courses are given in these subjects. During the year 1908 and ending June 30, 1909, the State Superintendent has issued 92 kindergarten certificates, 147 music certificates and 97 drawing certificates. These certificates are based upon the completion of the required course of study as provided in the statute and upon the approval of the State Superintendent of the institutions where the instruction was secured, and they qualify the holders to teach these subjects for life in the public schools of the State. For the information of superintendents and teachers I give herewith a list of the institutions whose courses of study have been approved by the State Superintendent and whose graduates are recognized in Michigan. The following is the list:

Certificates issued.

KINDERGARTEN.

Alma College.
Benton Harbor College.
Buffalo Free Kindergarten Association.
California State Normal School (Los Angeles).
Central Michigan Normal School (Mt. Pleasant).
Chicago Free Kindergarten School.
Chicago Froebel Kindergarten.
Chicago Kindergarten College.
Cleveland Kindergarten Training School.
Detroit Kindergarten Normal School.
Ferris Institute.
Grand Rapids Kindergarten Training School.
Indiana Kindergarten and Primary Normal School.
Indianapolis Kindergarten Training School.
Keble Kindergarten School (Syracuse, N. Y.).
Lucy Webb Hayes National Training School (Washington, D. C.).
Michigan State Normal College (Ypsilanti).
Milwaukee Mission Kindergarten School.
Milwaukee State Normal School.
Minneapolis Kindergarten Association.
Northern Indiana Normal School (Valparaiso, Ind.).
Northern State Normal School (Marquette).
Oberlin College Kindergarten Training School.
Oswego Normal School (New York.)

Phœbe A. Hearst Kindergarten Training School (Washington, D. C.).
Ruth Avery Kindergarten Training School.
Stout Kindergarten Training School (Menomonie, Wis.).
Superior (Wisconsin) Normal School.
Thomas Normal Training School (Detroit).
University of Chicago (School of Education Kindergarten).
Western State Normal School (Kalamazoo).

MUSIC.

Albion College.
Alma College.
Central Michigan Normal School (Mt. Pleasant).
Chicago Auditorium Conservatory of Music.
Chicago Musical College.
Chicago New School of Methods.
Cottey College (Nevada, Mo.)
Crane Normal Institute of Music (Potsdam, N. Y.).
Detroit Conservatory of Music.
Ferris Institute.
Lawrence University (Appleton, Wis.).
Michigan State Normal College (Ypsilanti).
New England Conservatory of Music (Boston).
Northern State Normal School (Marquette).
Olivet College.
Tomlin's School of Music (Chicago).
Thomas Normal Training School (Detroit).
University of Michigan Conservatory of Music.
Western State Normal School (Kalamazoo).

DRAWING.

Art Institute (Chicago).
Central Michigan Normal School (Mt. Pleasant).
Massachusetts Normal Art School.
Michigan State Normal College (Ypsilanti).
Northern State Normal School (Marquette).
Olivet College.
Pratt Institute (Brooklyn, N. Y.)
Thomas Normal Training School (Detroit).
University of Michigan Conservatory.
Western State Normal School (Kalamazoo).

AUDITING ACCOUNTS.

I stated in my last report that I believed that once the accounts of school officers were right, there would be little need of further auditing, except in the cases of new officers unacquainted with the duties of their offices. The work of the past year has shown that this belief is well founded. While many districts have needed help in the adjustment of their accounts, they have been few compared to those in former years. Various things have contributed to this desirable condition. First, the fact that an auditor would be sent to audit accounts in those districts in which accounts were not properly kept has made officers more careful; second, the instructions given at the county school officers' meetings have been helpful, and in many cases officers have stated that the accounting had become a very simple matter, once the laws relating to it were understood.

Benefits.

The most confusing thing in the accounting has been the *incidental* fund. Officers could not understand the law with reference to this fund. I am pleased to report that the accounting law for school districts has been so changed that the incidental fund has been eliminated. This will greatly simplify keeping of the various funds.

Incidental fund.

Another matter that has caused an endless amount of confusion in district accounting and reporting annually to the Department of Public Instruction is the mill tax money. The provision allowing the surplus to be transferred from the teachers' fund under certain conditions is very often read only in part, and instead of the matter being referred to the district at its annual meeting, the district board frequently has taken it upon itself to transfer the surplus without the action of this district. This had no warrant in the law, and had to be corrected, either by having the money turned back into the teachers' wages fund, or by calling a special meeting to have the district ratify the action of the board in transferring the money from the teachers' wages fund. The provision of the law has now been amended to allow the district board to make this transfer after the district has had the requisite number of months of school. This removes another of the causes for errors in accounting.

Mill tax.

New law.

Under the new law there will be only the following funds to keep and report upon to the Superintendent of Public Instruction: teachers' wages fund; general fund; sites, building and repairs fund; library fund. The primary money and one mill tax must be accounted for separately so that the surplus can be transferred, and the primary money reported to the Department of Public Instruction as on hand, verified. With the above changes, I believe there will be very little trouble in school district accounting, and the need of an auditor will be reduced to a minimum. There will always be some accounts to audit, but such cases will be comparatively few.

School funds.

The following suggestions have been made to officers and have been especially helpful to those who are not experienced in school district accounting.

First. Stubs of orders and warrants should be made out before the body of the same is filled out. The stub is a very essential part of the record. It is the original document that would be needed in court should district accounts ever be called in question.

Second. Each order should state the fund upon which it is drawn, and each warrant should state whether drawn upon the township treasurer for primary money, mill tax, voted tax, or dog tax. If the director does not know what the funds in the township treasurer's hands are, he should insist that the township clerk notify him, as he needs must know in order that he may properly keep and report the district's money.

Third. School moneys should be kept separate from all other moneys. The practice of putting school money with personal money or other funds is illegal, and hazardous to treasurers. No officer can afford to occupy a position likely to bring upon himself the odium of irregularity as a public official. Because of neglect of this provision, many treasurers have been obliged to put up their own money, or to suffer the charge of official carelessness and dishonesty.

Fourth. Order and warrant stubs should be made out in full. Often the officer is in a hurry and thinks he will complete the stub later. No man's time is so well used as when he uses it to do a thing right. I have observed that business men, especially bankers, leave nothing to be done at some future time. They do the thing as it ought to be done the first time.

Fifth. A full report of the expenses and the receipts of money should be made to the taxpayers of the district at the annual meeting. This should not be omitted, even if the voters declare that they do not care to hear such report read. It is the law, and moreover it is a protection to the officers who have the custody of the district's money. They owe it to themselves to give the annual report in accordance with the law, so that in future years no enemy can rise up and say that the district matters were run in a questionable manner. Such annual report should of course become a part of the district records; that is, it should be copied in the director's book of records.

The system of district accounting by director and treasurer should be uniform. The reports made to this Department during the past year show that there is a commendable effort being made by school officers to adopt a system of accounting in accordance with this suggestion.

Annual reports.

The correction of annual reports has been an arduous task, both for the commissioners of schools and for the clerks in this Department. This has been largely owing to the looseness in the keeping of accounts in former years, as well as to the difficulty in understanding the various funds. With the very desirable changes made in the law by the last legislature, I feel confident that we shall in the future find the reports usually correct.

In conclusion I wish to commend school officers and school commissioners for their courtesy, patience, and helpfulness in the correction of their annual reports. The general public has little idea of the work that has been done by these officials in this work, often times at a great loss of time, and occasionally an expenditure of money which will never be returned to them. There is, however, a satisfaction in the accomplishment of a given task, that is, in a way a recompense, and this is the possession of the officers and the school commissioners of this State.

CIRCULAR No. 12.

STATE OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION.

To School Boards and Boards of Education:

I give herewith in full a letter from Attorney General Bird in regard to school treasurer's bonds. This circular is sent to all boards of education because of the importance of the matter and the necessity for seeing that school district funds are properly protected. District boards cannot be too particular in regard to safe-guarding public funds.

Very respectfully,
L. L. WRIGHT,
Superintendent of Public Instruction.

Lansing, Michigan, August 20, 1908.

Hon. L. L. Wright, Superintendent of Public Instruction, "Capitol," Lansing, Michigan:

DEAR SIR—This department has had brought to its attention the fact that many of the bonds furnished by district treasurers are insufficient to protect the public moneys officially intrusted to their care. Bonds executed by surety companies are being furnished quite universally, and it has come to the notice of this Department that many of these surety companies are offering, if not insisting upon, the use of, bonds which relieve them from liability in case of the failure of depositories in which the district's funds are kept. In the majority of cases the loss of public moneys is occasioned by the failure of such depositories rather than by any delinquency on the part of the official intrusted with public funds, and the Department deems it important to call your attention to the matter at this time and suggest forms of bonds under the various school laws which will furnish ample protection to district moneys.

In the case of a primary school district, we suggest the following condition for the treasurer's bond:

"Now, therefore, the condition of this obligation is such that if the above bounden A. B. shall faithfully apply all moneys that shall come into his hands by virtue of his office as treasurer of district No....., of the township of....., county of....., and State of Michigan, and shall perform all the duties of the office of district treasurer as required by the provisions of Act 164, Public Acts of 1881, and the amendments thereto which have heretofore been adopted, or which may hereafter be adopted, and at the close of his term of office shall settle with the district board and deliver to his successor in office all books, vouchers, orders, documents and papers belonging to the office of district treasurer, together with all district moneys remaining on hand, then this obligation shall be void; otherwise it shall remain in full force and effect."

It will be noted that sub-division 1 of section 69 of the General School Laws lays down certain conditions under which the school board may designate a depository for school funds and the treasurer be thereby relieved from responsibility for the funds while so deposited. This clause applies only where the amount incoming into the treasurer's hands exceeds $3,000, and lays down explicitly the condition under which the deposits may be made.

It will be seen, therefore, that a general clause relieving the surety from liability for the failure of a depository would not furnish the protection to the district's funds which is contemplated by the statute.

In the case of graded school district the statute does not prescribe the form of bond, but leaves it to the Board of Education to approve, both as to form and sureties. No Board of Education should accept a bond in which there is a clause relieving the surety from liability by failure of any depository in which school funds are placed. We suggest the following form for the condition of the bond to be given by the treasurer of the Board of Education of a graded school district as amply protecting the district funds:

"Now, therefore, the condition of this obligation is such that if the above bounden C. D. shall faithfully perform all the duties pertaining to the office of treasurer of the Board of Education of district No....., of the.....of....., county of....., and State of Michigan; shall account for all moneys coming into his hands as such treasurer, and at the end of his term shall turn over to his successor in office all books, vouchers, orders, documents and papers, together with all district moneys not disbursed by him in accordance with law, then this obligation shall be void; otherwise it shall remain in full force and effect."

In the case of districts organized under Act 176, Public Acts of 1891, providing for the organization of township school districts in the Upper Peninsula, the condition of the bond may be as follows:

"Now, therefore, the condition of this obligation is such that if the above bounden C. D. shall faithfully perform all the duties pertaining to the office of treasurer of the Board of Education of the township of....., county of....., and State of Michigan, as prescribed by Act 176, Public Acts of 1891, and the amendments thereto which have heretofore been adopted, or which may hereafter be adopted; and shall account for all moneys coming into his hands as such treasurer, and at the end of his term shall turn over to his successor in office all books, vouchers, orders, documents and papers, together with all district moneys not disbursed by him in accordance with law, then this obligation shall be void; otherwise it shall remain in full force and effect."

We suggest that you communicate with the various school boards of the State, calling their attention to the fact that bonds relieving the treasurer from liability for the failure of depositories of district funds do not properly protect the district, and in the case of primary school districts are not in compliance with the statute.

Very respectfully yours,

JNO. E. BIRD,
Attorney General.

Attorney General's Office, Lansing, August 19, 1908.

CIRCULAR No. 6.

STATE OF MICHIGAN,

DEPARTMENT OF PUBLIC INSTRUCTION.

LANSING, March 22, 1909.

To Teachers in the Rural Districts of Michigan:

In August, 1908, President Roosevelt appointed a Commission on Country Life. The purpose of the commission was to inquire into the conditions of country life in the different states of the Union, get in touch with the people themselves and find out what they felt were the principal needs and

hindrances. This commission served without pay and held thirty public hearings from Massachusetts to California, at which persons appeared from more than forty states. More than 125,000 answers were received to the printed list of questions about rural conditions.

The first purpose of the commission is to suggest some means of getting rid of the disadvantages of country life. The second purpose is to outline a plan for taking an inventory of the advantages and disadvantages of country life so that rural social conditions may be raised to the highest possible standard. The people of the country are the backbone of our nation. If, as some think, the young men and women are leaving the farms we should use every possible means to remove from country life every hindrance and disadvantage.

It has been suggested by the commission that the country people all over the United States gather in their schoolhouses on some certain day and there discuss these various questions which are of vital importance to them. Governor Warner and the governors of several other states have issued a special proclamation in connection with the regular Arbor Day proclamation, suggesting that the people of the different communities meet on this day. It is my idea that the teacher in every separate community shall take this matter up in connection with her regular Arbor Day program. I would suggest that you have a program of an hour or more in length, giving the first half of it to the children and their Arbor Day exercises and that the second half be given to the fathers and mothers for the discussion of some of the topics mentioned in the accompanying suggestive program. Every teacher will need to vary the program to suit the needs of the particular locality but this general outline may be followed. Let me urge upon every teacher the desirability of working out this plan in her district. If it is taken up in the right way I am sure that a great deal of interest and enthusiasm can be aroused. The matter rests very largely with the teachers. If they do not take it up, no one else will.

This meeting, in every locality, should result in an immediate permanent organization, with the adoption of a constitution and by-laws, the election of officers, and appointment of committees to see that work is begun at once along the lines most needed in the individual community. This association may be called by any name agreed upon but one that seems particularly well adapted is "Community-School Association" with the name of the school district or community prefixed. In the answers received by the commission from the people of the different states the country school was mentioned by the great majority as the first thing that needed improving. This is particularly true in Michigan. It therefore seems logical that the schoolhouse be made the social center for the purpose of such an organization as here suggested and that the teachers should set the movement on foot. Let not your opportunity pass by for participation in such a great advance.

Let me suggest that you see that your special Arbor and Community School Day program is well written up in your local newspaper. It is hoped that in this way wide publicity will be given this new movement and abundant opportunity afforded for free discussion of these important topics.

If you desire a copy of the "Report of the Country Life Commission", write to Senator Julius Caesar Burrows or William Alden Smith, Washington, D. C.

Very respectfully,

L. L. WRIGHT,
Superintendent of Public Instruction.

SUGGESTIVE COMMUNITY-SCHOOL ASSOCIATION PROGRAM.

1. Discussion of "The Commission on Country Life," its appointment, purposes.
2. Discussion of some urgent pressing need of district (new schoolhouse, repairs, or additions).
3. Improvement of school property (beautifying of interior, exterior, and grounds of school).
4. Advantages of a good library (establishment of library in district, circulating library).
5. Establishment of clubs (literary, mothers' clubs, agricultural societies).
6. Athletics and recreation in a school (establishment of permanent recreation grounds for community and school,—base ball grounds, tennis courts, running track, etc.) It is suggested that this topic be taken by a young man sufficiently interested in the subject.
7. The social side of country life. (Suggested that this topic be taken by a woman).
8. Any other topic which might be timely or particularly interesting to the people of the community.

BULLETIN No. 33.

STATE OF MICHIGAN.

DEPARTMENT OF PUBLIC INSTRUCTION.

LANGUAGE. PRINCIPLES.

I. The child who can tell clearly and fluently what he thinks or knows, and can then write what he has said, has had the best training in language.

II. The child should be taught to speak rather than to write.

III. In every recitation a pupil should be required to tell orally what he knows about a given topic without suggestion, question or interruption from any one.

IV. Spontaneity, fluency, and correctness of form, in the order named are desirable.

The purpose then to be attained in all language teaching is spontaneous, fluent, and correct expression of the thoughts of the child. The child must have ideas to express before there is any need of expression. It is our aim therefore, to place him in possession of such ideas.

The development of the highest possible type of character is the purpose of all our work, and in no other branch of study is there such possibilities for splendid results as in the teaching of English. We surround the child with the best that we can acquire of the products of beauty, culture, art, literature, and music. We find the best material for the development of ideas and the power of expressing them, in the master-pieces of litera-

ture, the highest thoughts that the world's greatest workers have given us. We aim to shut out the crude, the ordinary, the common, and give only the best. Stories, poems, pictures, descriptions, oral compositions on every day life and things, and on the subjects that pertain to his work in all branches of study, make up the material which can be used in the development of language work.

The preparation of stories and poems for teaching and telling is one of the most important features of the teacher's work. We cannot tell a story so that the child will wish to reproduce it unless we ourselves enjoy telling it. Tell your stories again and again, in your home, to your friends. Select stories of high literary merit, adopting the phraseology as your own and giving it to the pupil as his. Throughout the year call on him from time to time for the stories of previous months. The teaching of a poem will be a pleasureable experience if you get the pupil to visualize any picture suggested, feel its rhythm and grasp its mood and thought. You will be successful if you have aroused the child's imagination, stirred his emotions, and made him feel an added sense of the dignity and nobility of life. Know your poems in word, in thought, in the expression of every line and change, and your pupil will catch the spirit with the words.

Before attempting the descriptions of the things of every day life have the child observe carefully. Every child above the primary grades should be familiar with the nature-side of his environment; the birds of his locality,—their form, size, color, nests, eggs, songs, and habits; the trees,—their age, bark, wood, leaves, uses, and conditions of growth; the land and water forms of his home surroundings; the flowers and plants native to the soil. He should have an intelligent idea of the industries carried on about him; of local commerce, conditions of trade, and something of the powers that operate the industrial world; of steam and electricity and of the works of the various departments of labor.—The child will appreciate and respect labor in proportion as he understands its uses and methods.—Let him tell of the work of the miner, the farmer, the builder, the architect the merchant, the factory hand. Help him to acquire a full knowledge of the words or symbols of the arts or crafts which he is observing.

Through the medium of descriptions, pictures, and stories, he acquires in geography work, the mental pictures of the places, people and conditions of the world. Encourage him to reproduce the story and describe the mental picture. In history he finds the biographies of the great of all times, the customs and conditions and manners of people, the descriptions of battles. Their oral reproduction will add to his knowledge and power of expression. In literature he finds the stories of fairies and folk-lore, of myths and legends of many lands, of arts and artists, of music and musicians. These not only add to the richness of the child's vocabulary and to the store of his knowledge and ideas, but develop the highest emotions of his nature.

Do not give any time to *written* work unless it is for the express purpose of teaching spelling or capitalization. A child must first have ideas and the power to express them fluently and well in oral language before he can write them. He will write well when he can talk well if he has been properly trained in spelling, capitalization, and punctuation. His language will be generally free from error if his vocabulary and manner of expression are acquired from the world's great masterpieces.

Closely limiting the child in his story telling to such forms of correct English as have been previously taught does not interfere with the growth

of a free, unaffected speech, but it results in a command of desirable language and an appreciation of the power of words. Through such development of the best forms of expression we may hope to cultivate a taste for the best literature.

FIRST AND SECOND GRADES.

The teacher in the primary grades should be an adept in telling stories. She should tell them sympathetically and dramatically, yet in such a simple way that the child will really enjoy them. He will naturally and quickly imitate the teacher's manner and adopt her words and manner of expression.

Start with simple, short stories. They should conform to the following; (1) be clear in outline, (2) appeal to the child, (3) deal with familiar conditions, (4) make vivid mind pictures, (5) require the expression of feeling and arouse it. Some of the best books of simple stories are: "How to Tell Stories to Children", Sara Cone Bryant; "In the Child's World," Emilie Poulsson; "The Story Hour," Kate Douglas Wiggin; Hawthorne's "Wonder Book;" Anderson's "Fairy Tales". Stories from other books may be simplified for small children.

Have conversation lessons in which the pupil tells his name, place of living, and describes incidents and conditions of life which he has experienced. Encourage him to use the newly acquired words, assisting him when necessary, making them permanently his through frequent repetition.

Games should be played with the idea of getting the child to express his thoughts in short, clear sentences. Have the correct forms of expression repeated in as many ways as possible to make their use a matter of habit. Give special drill in the correct use of verbs used in games and conversations,—as take, give, speak, tell, run, seek, find, feel, think, tear, make, sit, sink. The teacher should give commands which necessitate action and involve the above. The child in obeying should describe the act, using the words as, "Johnnie, close the door!"—"Miss B., I closed the door." "Johnnie, have you closed the door?"—"Miss B., I have closed the door." "Miss B., I am closing the door;" "Miss B., it was I who closed the door."

Teach the following verb-forms:

I take	I took	I shall take
You take	You took	You will take
He takes	He took	He will take
She takes	She took	She will take
It takes	It took	It will take
We take	We took	We shall take
You take	You took	You will take
They take	They took	They will take.

In the teaching of poems use a soft, pleasant voice and have the pupil do the same. This includes care in enunciation and articulation. The following poems are suggested: Wynken, Blynken and Nod, Little Boy Blue, Japanese Lullaby, Eugene Field; The Wonderful World, William Brighty Rands; Hiawatha's Childhood, The Children's Hour, Longfellow; Song from Pippa Passes, Browning; O Little Town of Bethelhem, Phillips Brooks; Take Care, Alice Cary; Calling the Violet, Lucy Larcom; Seven Times One, Jean Ingelow; Obedience, Phœbe Cary; Bluebird, Emily Miller; Little Birdie, Alfred Tennyson; Dandelion, Helen Bostwick. Do not tax children with the memorizing of too many poems, but teach the best only.

Teach names of seasons; of holidays; of nearby cities, and rivers; and

of months and days. Have much picture study in these grades. Collect copies of the masterpieces. Select from Landseer, Bouguereau, Reynolds, Van Dyck, Millet, Murillo, and Bonheur.

The descriptions in the second grade should include familiar objects as a pencil, a chalkbox, an apple, a book, an orange, a watermelon, a top, a table. Develop necessary words for descriptions as—*surface, rectangular,* before describing a box.

Compare the different trees of the locality as to foliage, bark, age, size, shape. Collect bark and wood specimens, also specimens of branches of evergreen trees, and of leaves of deciduous trees; compare and describe. Make a collection of bird's nests, mineral specimens of the locality, soil, plants, and vegetables for the same purpose.

Narrate briefly, shopping expeditions and visits to places of interest Dramitize many short stories.

THIRD AND FOURTH GRADES.

Continue the teaching of poems. Teachers should tell all stories required for language work in the third grade, but in the fourth year the pupil should be responsible for assigned stories.

In these grades have exercises in the narration of personal experiences,—a walk through the woods, a football game, a game of hockey, a race, a dog and pony show, or any other experience which has appealed to the child's interest. These descriptions should not be of a desultory order nor strung together with *ands* but told in well arranged sentences, brief, vivid and to the point. The child should be trained to bring out the important point of the narration in a pleasing manner by arriving quickly at the points of interest. In describing objects he should be assisted in a choice of words especially fitted to the subject described. The description of a nail might be as follows:

"A nail is slender and cylindrical in shape and made of steel. One end has a sharp point, the other a flat, round head which prevents its penetrating the wood. The nail I am describing is about ————inches long." It may be necessary to develop in advance, the words,—*cylindrical* and *penetrating.* Further descriptions may include a post, a board, a saw, a hammer, a pin, a floor, a wall, a window.

The collections of bark, leaves, woods, grasses, seeds, soils, and minerals should be continued and descriptions given and comparisons made. Have pupils begin to discriminate in the choice of words used and to vary their use somewhat.

Teach the correct forms of the following irregular verbs using action work when possible.

Know—knows,	knew,	known.
Grow—grows,	grew,	grown.
Fly—flies,	flew,	flown.
Shine—shines,	shone,	shone.
Lie—lies,	lay,	lain.
Lay—lays,	laid,	laid.
Sit—sits,	sat,	sat.
Set—sets,	set,	set.
Rise—rises,	rose,	risen.
Buy—buys,	bought,	bought.
Bring—brings,	brought,	brought.

Teach—teaches,	taught,	taught.
Do—does,	did,	done.
See—sees,	saw,	seen.
Run—runs,	ran,	run.
Go—goes,	went,	gone.
Write—writes,	wrote,	written.

In a similar way teach the use of the pronouns I, me, we, they, them, etc.

The following poems are suggested for these grades and should be taught during the season that is appropriate to the sentiment: October's Bright Blue Weather, Helen Hunt Jackson; The Village Blacksmith, Henry W. Longfellow; First Snowfall, The Fountain, James Russell Lowell; November, Alice Cary; Sweet and Low, The Brook, The Bugle Song, Alfred Tennyson; In School Days, The Corn-Song, John G. Whittier; Don't Give Up, Phœbe Cary; Sir Robin, Lucy Larcom; The Sandpiper, Celia Thaxter; The Old, Old Lady, H. C. Bunner; Daffodils, William Wordsworth; I Remember, I Remember, Thomas Hood; The Night Wind, Eugene Field.

Dramatize many short stories. The teacher must arrange the story so that the child will wish to act it as well as to reproduce it. The following are suggested: The Pied Piper, William Tell, The Golden Touch, The Stone in the Road, Latona and the First Frogs, How Thor Won Back His Hammer, The Bell of Atri, A Leak in the Dike, Androclus and the Lion, The Donkey's Load, Piccola, Little Match Girl, Seven Little Sisters, The Miller of the Dee, Brownie and the Cook, Why the Mole is Blind.

For oral reproduction the following from "Household Stories" will be found helpful: Columbus, Magellan, Hudson, Boone, Smith, Ulysses, Perseus, Daphne, Narcissus, Orpheus, Proserpina.

Teach the simplest uses of the period, question mark, apostrophe, quotation marks, margins, indentions, and simplest forms of letter writing. This may be accomplished through visualizing and dictation work and is for the express purpose of teaching spelling, capitalization and punctuation. Include under this the dictation of our national anthem, "America".

FIFTH GRADE.

No writing: teach pupils to *talk*.

Describe things witnessed as,—games, plays, an auction sale, a street episode, a fair, a balloon ascension. Tell of current events read by the pupil, as the making and propelling of an air-ship or inventions and discoveries. Describe a party, telling how many were present, what games were played, what refreshments were served, and other interesting details. Describe the building of a house, telling what materials were used in its construction from the foundation to the roof; where obtained; how prepared; kinds of stone, wood, brick, cement; style of building; details of inside finishing; number and arrangement of rooms. Use architects', builders', and dealers' terms as far as possible. Encourage the pupil to observe details, qualities of materials used in the building, furnishing, woodwork, style and form. Intelligent descriptions may then be given.

More detailed study of the works of art and the artists should be included in this grade. Drill in the use of synonyms in sentences as suggested in the sixth grade. Collections should be continued and the descriptions of articles given and comparisons made. From railroad guides, geographies, and the books of travel, gather information as to different places and de-

scribe imaginary journeys. Describe the country traveled through, places of interest on the route, means of travel, the character of the soil, climate, surface, people, conditions—physical, social, and commercial.

In the descriptions let the imagination enter into the work occasionally, and allow the child to imagine himself to be the object described,—a bird a book, a moccasin, the wind, a river, a boat, a pine tree, a red sweater, a brick, an ostrich feather, a rock, a bit of driftwood. For example, in imagining himself a piece of driftwood the child will tell of the planting of the seed by the birds or the wind, its growth to a tree and finally of the manufactured article,—probably a house or ship which he will describe. This in turn will be followed in descriptive story until the driftwood is washed ashore as wreckage. The teacher can be a great factor by a helpful word or such suggested outline as she wishes carried out.

Continue drills in the use of adjectives and adverbs and do not forget the snappy, daily drill on any irregular verbs which have been incorrectly used during the previous day. The teacher should have a book in which the errors of the children are recorded. Teach by the affirmative instead of the negative, i. e., say nothing about *hain't got no* but much about *have no.*

The following poems are suggested: June, James Russell Lowell; Abou Ben Adhem, Leigh Hunt; Christmas Everywhere, Phillips Brooks; O Captain! My Captain! Walt Whitman; The Singer, John G. Whittier; Landing of the Pilgrims, Felicia Hemans; Pictures of Memory, Alice Cary; Down to Sleep, Helen Hunt Jackson; Ship of State, Henry W. Longfellow; The Barefoot Boy, John G. Whittier; Gettysburg Speech, Abraham Lincoln; To the Boys of America, Theodore Roosevelt; Charge of the Light Brigade, The Throstle, Alfred L. Tennyson.

Quotations and short selections appropriate to the occasion or the point of interest should often be required and can be used with profit for opening exercises. Here, as in all the language work, the teacher must suggest authors, books, and selections. Lead the pupil to a true appreciation and love for Riley, Field, Stevenson, and others. In a very short time he will be able to distinguish them when recited or read by the teacher.

SIXTH GRADE.

The work in this grade consists of stories, verb drills, adjective and adverb drills, descriptions, impersonations, and poems. More detailed work along the above mentioned lines should be required than in the previous grades.

The imaginative feature of the descriptive work should be continued in the impersonation of objects, and elements. Suggest, "a boy and a gun", " a knife and a fishing-rod", and with no other suggestion let the pupils originate the stories.

Chapters of interesting books may be reviewed. Encourage much narration of matters of current interest in national and public affairs including war, commerce, army and navy, inventions, discoveries, wonders of the electrical world, finance. Have the pupil select some interesting spot house, lake, or other place of interest and "make up" a story about it. Choose some simple substance such as plaster or cement and let the pupil study its manufacture in detail, by observation if possible, and then describe the process minutely.

Encourage the pupil to give lists of synonyms or words nearly synonymous, as road, path, highway, lane; talk, whisper, tell, shout, yell, relate, give account

of, repeat. Use in good sentences. Many such exercises will develop discrimination in their use.

Give drills in correct use of teach, learn; these, those, them; who, whom, which; each, everybody, nobody, nothing; either, or; neither, nor; in, into; between, among, to, at. The pupil must be drilled in the correct use of the expressions until good habits are established.

The following poems are appropriate for this grade: Snow-Bound, The Storm, John G. Whittier; A Psalm of Life, The Building of the Ship (last stanza), My Lost Youth, The Day is Done, Henry W. Longfellow; To the Fringed Gentian, To a Waterfowl, William Cullen Bryant; The Recessional, Rudyard Kipling; Ring Out, Wild Bells, Alfred Tennyson.

Technical grammar will be studied in the seventh grade and a text book placed in the hands of the pupil.

NEW SCHOOL LAWS.

The Constitutional Convention of 1908 made several changes in the fundamental law concerning public education and the administration of educational affairs. The changes affecting statutes already in existence pertain especially to the board of school inspectors of the townships and their powers and duties. This board is abolished by the new constitution and this necessitated a large number of changes in the school statutes. I have already indicated in the introduction to this report the other constitutional changes affecting the Department of Public Instruction and the primary school funds. It is not necessary to repeat the statements here. The following is a synopsis of the laws enacted by the legislature of 1909 affecting the public schools:

1. Act No. 9 of the Public Acts of 1909 amends sections 4639 and 4640 of the School Laws in regard to the duties of the Superintendent of Public Instruction. By this law the Superintendent is given general supervision of public instruction in all public schools and in all State institutions that are educational in their character. He is to reside at the seat of government and is to devote his entire time to the duties of his office. He must be a graduate of a university, college or state normal school of good standing and shall have had at least five years experience as a teacher or superintendent of schools. His powers and duties are outlined specifically in the law but they are not much changed from the old law. From and after the first day of July, nineteen hundred nine, the salary of the Superintendent will be four thousand dollars per annum.

2. Act No. 12 provides that the State Superintendent shall be elected at the biennial spring election in April, 1909, and every second year thereafter and he shall hold office for a period of two years from the first day of July following his election.

3. Act No. 29 repeals sections 4692, 4693, 4694, 4695, 4696, 4697, 4699 of the School Laws and amends sections 4698, 4700, 4701, and 4702. The new constitution abolishes the board of school inspectors and this act gives a part of the powers and duties of the inspectors to the township clerk.

(a) Section 4698 is amended providing that the township clerk shall receive the annual reports of the school directors of his township and on the first Monday of August in each year he shall make triplicate reports setting forth the whole number of districts in his township, if any, the amount of money raised and received for school libraries and such other items as shall be required by the Superintendent of Public Instruction, together with the several particulars set forth in the reports of the several school directors for the preceding year, and within ten days thereafter he shall forward two copies of the same, together with two copies of each of the reports from school directors to the county commissioner of schools and file the other copy or copies of these reports in his office. It is

provided that in the case of a township district the board of education shall meet on the first Monday of August and make the triplicate reports to the Superintendent of Public Instruction, and in such cases this report shall take the place of the report above provided for to be made by the township clerk. It is also provided that the county commissioner shall annually send to each township clerk and to the secretary of each board of education a complete list of the legally qualified teachers of the county, and at the time the township clerk shall make the triplicate reports herein provided for he shall compare the list of teachers employed in the township with said complete list of teachers, and if it shall be found that a school shall not have been taught for the time required by law by a legally qualified teacher such district shall not receive its share of the primary school interest fund.

(b) Section 4700 is not changed except to strike out the word "inspectors" as used in the old law. The same is true of section 4701. The wording of section 4702 is changed slightly providing that the apportionment of primary money shall be made by the township clerk in accordance with the statement from the Superintendent of Public Instruction and that he shall file such statement in his office.

4. Act No. 31 gives a part of the powers and duties of the inspectors to the township board and in so doing amends sections 4646, 4647, 4649, 4650, 4651, 4652, 4653, 4654, 4655, 4656, 4657, 4658, 4743, 4744 and 4745 of the School Laws.

(a) Sections 4646 to 4658 are amended only by inserting the words "township board" where "board of school inspectors" was used before, with the exception of section 4650 which is amended by adding a new clause providing that a school district shall lose its organization as follows:

(1) When there are not three or more persons in the district qualified under the law to hold district offices;

(2) Whenever such districts fail to maintain school for the time required by law for a period of two successive years either within its own boundaries or by sending the children to other districts. In either such events, the township board, or joint board, if such district be fractional, shall declare such district dissolved and shall add the territory, in whole or in part, to other districts already organized and make an equitable distribution of the money and property.

(b) Section 4743 is amended by providing that when five or more taxpayers feel themselves aggrieved by any action of the township board with reference to the formation or division or consolidation of any district they may appeal to the county commissioner of schools and a circuit court commissioner of the county in which such district is situated. The county commissioner of schools and circuit court commissioner shall constitute a board of appeals for all such cases and shall be entitled to the usual fees provided by statute for circuit court commissioners.

(c) Section 4744 provides for the filing of a bond by the appellants in the sum of two hundred dollars and the filing with said board of appeals of a written statement of their case.

(d) Section 4745 provides that upon the filing of such appeal papers the township board shall within ten days file with said board of appeals a complete transcript of all its proceedings in the case.

5. Act No. 32 repeals section 4767 of the School Laws and amends sections 4752, 4754, 4756, 4757, 4758, 4759, 4760, 4761, 4762, 4764, 4768, 4769, 4772.

(a) The section repealed (4767) is the one which provides that if a school inspector neglects or refuses to qualify as such officer or neglects or refuses to perform his duty he may be fined.

(b) Section 4752 provides that a library may be maintained in each organized township or city which shall be under the control of the township board. This is a change from the old law which was that a township library must be maintained in each organized township. The new law also provides that the township board shall have authority to dispose of the township library by dividing the books among the district libraries, or they may merge the township library into a free public library. When any legal action becomes necessary in regard to the township library the township clerk shall represent the township. It is also provided that when a township has already been organized as a township school district or shall hereafter be organized as township school district the control of the township library passes from the township board to the board of education of such township district.

(c) Section 4754 provides that the township board shall have charge of the township library and the township treasurer shall apply for and receive from proper authorities all moneys appropriated for the township library and shall keep a separate account of such funds. The township board shall purchase the books and necessary appendages. It is provided that when the township library shall pass to the control of the township board of education the township treasurer shall continue to apply for and receive the

library money and pay it over to the treasurer of the board of education. In villages or cities the treasurer of the board of education shall receive and disburse the library money.

(d) Section 4756 provides that the township board shall keep the township library at some central place, and appoint a librarian.

(e) Section 4757 is changed providing that a district may vote to establish a library at a special as well as an annual meeting and it may be done by a majority vote instead of two-thirds.

(f) Section 4758 provides that the district board of any school district or the board of education of any township district, village or city shall have charge of its own library.

(g) Section 4759 provides that the township clerk shall give in his annual report to the Superintendent of Public Instruction such facts and statistics relative to the management of the township library and the library money as the Superintendent shall direct, and the district board shall give in the annual report of the director such facts as the Superintendent may require.

(h) Section 4760 provides that if the township board or district board or board of education shall fail to make the reports required by law or in case it appears that any township or school district has failed to use the library money according to the provisions of law such township or district shall forfeit its share of the library moneys for the ensuing year.

(i) Section 4761 provides that the Superintendent of Public Instruction shall annually transmit to the clerk of each county a statement of the townships entitled to receive library money and said clerk shall file such statement in his office and shall forthwith furnish a copy thereof to the county treasurer. The said Superintendent must also furnish a copy of such statements to the township clerks or city clerks in the county.

(j) Section 4762 provides that the proceeds of all fines for any breach of the penal laws shall be apportioned by the county treasurer before the first day of June in each year, and such money shall be used for library purposes only.

(k) Section 4764 provides that the district board may donate or sell any books belonging to such district to the township board or to the city library in cities.

(l) Section 4768 provides that if any township clerk refuses or neglects to make out and transmit the annual reports of the school districts of his township or any other report which the law may require of him he shall be liable to pay the full amount lost by his neglect.

(m) Section 4769 provides that any county clerk or county commissioner of schools who shall refuse or neglect to transmit to the Superintendent of Public Instruction any reports required by law shall be liable to pay to each township, village or city the full amount which such school district or village shall have lost by his neglect.

(n) Section 4772 is amended by adding a provision that the power of the township board to remove school officers from office shall not apply when the township is organized as a school district.

6. Act No. 37 is a new law providing for the payment of tuition and transportation of children who have completed the eighth grade. The law provides that the board of education of any school district which does not maintain a high school is required to vote a tax sufficient to pay the tuition, to one of the three nearest high schools, of children who have completed the studies of the eight grades, not exceeding in amount twenty dollars per pupil, unless the voters appropriate a larger sum at the annual meeting, and may vote a tax to pay the transportation during school days of such children. It is provided that the parents of such children shall give written notice to the board of education on or before the fourth Monday of June that such children desire to attend some certain one of the three nearest high schools during the ensuing year. Upon receiving such notice the board shall vote a tax sufficient to pay such tuition and may vote a tax for transportation. It is also provided that any surplus primary money in the treasury of the district may be used in paying tuition. When the tax is voted it must be reported to the township clerk and spread upon the tax roll of the township in the same manner and at the same time as other school taxes. This act repeals Act No. 190 of 1903.

7. Act No. 83 amends sections 4662, 4665, 4668, 4669, 4674, 4691, 4749, 4750, and 4751, of the School Laws.

(a) The wording of section 4662 is changed entirely and now reads as follows:

"In all school elections, every citizen of the United States of the age of twenty-one years, male or female, who owns property which is assessed for school taxes in the district, or who is the parent or legal guardian of any child of school age included in the school census of said district, and who has resided in said district three months next preceding such election, shall be a qualified voter. On the question of voting school taxes, every citizen of the United States of the age of twenty-one years, male or female, who owns property which is assessed for school taxes in the district and who has resided in the district as above stated, shall be a qualified voter: Provided, That the purchaser

of land upon a land contract, who actually pays the taxes upon such land and resides thereon, may vote upon all questions; and where a husband and wife own property jointly and same is assessed for school taxes in the school district, each may, if otherwise qualified, vote upon all questions including the question of raising money."

The provision inserted was not in the old law at all.

(b) Section 4665 is amended as follows:

(1) By adding in the sixth clause the words "or repair" thus giving the people of the district authority to vote a tax to repair a schoolhouse; a provision is also added in this clause to the effect that when the tax so voted is collected it shall be accounted for under the title of "building and repair fund"; it also provides that in addition to the amount which may be voted by the qualified voters of a district for repairs an amount not exceeding fifty dollars for any one year may be taken from the general fund.

(2) The seventh clause provides that the people may vote taxes for necessary appendages and apparatus, a district library, the premium upon a surety bond given by any officer of the district, the transportation of pupils, furniture, fences, care of grounds, taking of census, books for indigent children and all appurtenances to the school property; to pay for necessary record books and blanks and to discharge any debt or liability of the district; the tax so provided for shall when collected be accounted for under the title of "general fund."

(3) The eleventh clause is amended to provide that in districts having four hundred or more children of school age the district must maintain nine months of school, *in districts having over thirty children and less than four hundred not less than eight months of school*, and not less than five months in all other districts on pain of forfeiture of their share of the primary school interest fund. A new provision is inserted here to the effect that if the board or the district fix the length of the school year and later it is found desirable to increase the length of the school year such action may be taken at a properly called special meeting, or the board may take such action on petition of a majority of the resident qualified voters. Another new provision is that a district may vote at the annual meeting to discontinue school in the district and send the children to another school or schools, and the board may use any school money except library money to pay for the tuition and transportation of such children and if necessary vote a tax for such purpose.

(c) Section 4668 is amended simply by providing that the township board shall have the power to fill vacancies in school district offices that was formerly given to the board of school inspectors.

(d) Section 4669 is amended by adding a new clause providing that where a husband and wife own property jointly, regardless of the name which appears upon the assessment roll, if otherwise qualified, each shall be eligible to election or appointment to school office.

(e) Section 4674 is amended in several particulars. This section is in regard to the taxes voted by the district board and these are as follows: Teachers' wages, water supply, and such other expenses as are incidental and necessary in order that the schools may be properly conducted, for deficiencies in such funds for the preceding year, if any, and for the services of district officers. Primary money and mill tax shall be accounted for under the title of "Teachers' wages fund." All taxes voted for teachers' wages, incidentals and deficiencies and services of officers shall be accounted for under the title of general fund. It will be noted that this does away with the keeping of an incidental fund.

(1) A provision is inserted to the effect that if there is a surplus of one mill tax at the close of the school year the board has authority to transfer such surplus to the general fund.

(2) It is also provided that in districts having less than fifty children the board may vote a tax for the services of the district officers of not to exceed twenty-five dollars, and in districts having between fifty and one hundred children the tax shall not exceed fifty dollars.

(f) Section 4691 is amended in the first clause by providing that the amount of the treasurer's bonds shall be in the full amount of money to come into his hands during each year of his term of office, as near as the same can be ascertained. The premium on a surety bond furnished by the treasurer shall be paid by the district. A new provision is inserted to the effect that if the money is deposited in a bank it shall be deposited in the name of the treasurer as treasurer of the district and any interest paid on such deposits shall be accounted for by the treasurer to the district and credited to the general fund.

(g) Sections 4749, 4750 and 4751 are amended simply by changing the words "board of school inspectors" to "township clerk" and "township board."

8. Act No. 63 amends the compulsory law by providing in clause (c) of section 4 that complaint may be made before a justice of the peace in the city, village or township where

such party resides, or in an adjoining township or city in such county, the latter clause being new.

9. Act No. 86 is a new act which provides that whenever a school district desires to establish or change its boundaries it may be done by the joint action of the board of education of such district and the township board of the township in which the territory may be located, or township boards if the territory affected is located in more than one township. When a change is decided upon by a vote of a majority of the members of the board of education such board shall elect four of its members as a committee to meet with the proper township board and the secretary of the board of education shall notify the township board of the joint meeting of such boards and they shall assemble and elect from their number a chairman and clerk and consider the changes contemplated. The provisions of this act apply to all school districts, the boundaries of which have been fixed by legislative act, and to school districts governed by the fourth class city act. When the joint boards have made the alterations they shall prepare a map showing the changes which have been made.

(b) Any persons residing on territory adjoining a city district, or in a district the boundaries of which have been fixed by the legislature, who desire to have their property attached to or detached from such school district, may petition the board of education to have such territory detached or annexed, and the secretary of the board of education shall call a meeting of the board of education and the township board to act on the petition

(c) When territory is attached to or detached from one of the above described districts it shall be governed by the provisions of the law in force and governing such district at the time the change of boundaries is made.

(d) The board of education in any district which under the provisions of this act has its boundaries extended beyond the limits of any single municipality shall certify to the board of supervisors all amounts to be raised for school purposes. The supervisors shall apportion such school taxes to the several municipalities possessing territory in such district in proportion to the assessed valuation of each municipality within such district and shall certify the same to the proper officer thereof.

10. Act No. 97 amends Act No. 144 of 1901, as amended by Act No. 126 of 1907, which is an act for the establishment of rural high schools. Section 3 of this act is amended by inserting a provision that when a rural high school has been established by the electors the first election of the board of trustees may be ordered by the township board at any time after the ten days' legal notice of such election.

11. Act No. 111 amends Act No. 166 of 1901, which is an act providing for the certification of kindergarten, music, and drawing teachers. A provision is inserted that kindergarten certificates shall be valid in first grade as well as kindergarten departments.

12. Act No. 117 is the new township unit law. It is too lengthy to give in detail but the following are some of the provisions:

(a) Section 1 provides that when a majority of the qualified electors of any township outside of a graded school district vote in favor of organizing the township into a single school district, such township shall after the second Monday of July thereafter be a single school district. This question shall not be submitted to the electors of the township until a petition signed by one-third of the qualified electors of the township, requesting the submission of such proposition, is filed in the office of the township clerk.

(b) Section 2 exempts all graded school districts from the provisions of this act. It is provided that graded districts may give up their organization and become a part of the township district and the township district shall vote in favor of it.

The law is practically a school code for township districts and provision is made for the election of trustees, annual meetings, challenging of votes, notifying of trustees, for the organization of the board of education, specifies when district offices shall become vacant, specifies the powers and duties of the board and of the respective officers and of the superintendent of schools, provides for the voting of taxes and specifies that taxes of the township district shall be set forth in the assessment roll apart and distinct from other township taxes, provides for the compensation of the members of the board and includes other provisions which are taken from the general school laws.

13. Act No. 112 requires the county commissioner to call a meeting of the school officers of the county at least once in each year and provides that the director or secretary of the board of education shall attend such meetings and the other members of the board may attend. One member of the board who attends such meeting shall be paid two dollars per day and actual traveling expenses for attending such meeting.

14. Act No. 141 amends Act 146 of 1895, in regard to teaching in the public schools the modes by which the dangerous communicable diseases are spread. Provision is made that such instruction shall be given by the aid of text books on physiology, supplemented by oral and blackboard instruction. After July 1, 1910, all text books in phys-

iology used in the public schools must give one-eighth of their space to the causes and prevention of dangerous and communicable diseases. Such text-books before being adopted for the use in the public schools must have that portion given to the instruction in communicable diseases approved by the State Board of Health to the State Board of Education.

15. Act No. 216 is a new law providing that the members of the State Board of Education shall be elected at the spring election.

16. Act No. 219 amends Act 35 of 1907 which is an act providing for the establishment of county schools of agriculture, manual training and domestic economy. A new section is added to this law which provides for the placing of such schools upon an approved list. Provision is made that when a report of such school is submitted showing that it has done satisfactory work the State Superintendent shall certify to the Auditor General to that effect and the Auditor General shall draw his warrant for two-thirds of the amount actually expended by such school during the year, the total sum so apportioned not to exceed four thousand dollars. Such school receiving State aid shall be free to the inhabitants of the State on terms which are to be specified by the board and the State Superintendent.

17. Act No. 221 amends section 4808 of the School Laws providing for the appointment of school examiners. The amendment is to the effect that the examiner shall be appointed in October and take office in January following.

18. Act No. 222 repeals section 4816 of the School Laws which provided that the chairman of the board of inspectors should have general supervision of the schools of the township, etc., and amends sections 4810 and 4819.

(a) Section 4810 is amended by providing that persons holding indorsed first grade certificates or certificates granted in other states and indorsed by the Michigan State Board of Education shall be eligible to hold the office of commissioner of schools. It is also provided that persons who now hold the office of commissioner shall be eligible to succeed themselves.

(b) Section 4819 is amended providing that in case of vacancy in the office of county commissioner of schools such vacancy shall be filled by the board of supervisors.

19. Act 224 provides that the premium on the bond of the treasurer of the State Board of Education shall be paid by the State, the cost not to exceed one-half per cent per annum.

20. Act No. 264 amends section 4815 of the School Laws in regard to the duties and compensation of the county commissioner of schools. Clause 6 of this section is amended providing that in counties containing one hundred twenty or more districts the commissioner may appoint such assistants as may be necessary, provided that in counties containing less than one hundred forty districts such assistants shall be appointed with the consent of the board of supervisors: Provided further, That the whole expense incurred for such assistants shall not exceed the sum of ninety dollars in any one year in a county having less than one hundred and twenty school districts; and in counties having school districts ranging from one hundred and twenty to one hundred and forty in number the whole expense incurred for such assistants shall not exceed two hundred dollars in any one year; in counties having from one hundred forty to one hundred sixty districts it shall not exceed two hundred fifty dollars; and in counties having from one hundred sixty to two hundred districts it shall not exceed three hundred dollars; in counties having more than two hundred districts it shall not exceed four hundred dollars.

NORMAL SCHOOLS.

The normal school system consists of four institutions, the State Normal College at Ypsilanti, the Central Michigan Normal School at Mt. Pleasant, the Northern State Normal School at Marquette, and the Western State Normal School at Kalamazoo. The actual head of each of these institutions is as follows:

Presidents. President L. H. Jones of the Michigan State Normal College.
President C. T. Grawn of the Central Michigan Normal School.
President James H. Kaye of the Northern State Normal School.
President D. B. Waldo of the Western State Normal School.

Council. These gentlemen constitute the Normal Executive Council, and the function of this Council is to recommend to the State Board of Education courses of study, instructors for each of the schools, recommendations as to buildings, and needed appropriations. These gentlemen act in harmony in all these matters and thus produce uniformity in the work of the normal schools and simplify the labors of the State Board of Education.

Legal Head. The State Board of Education under the statute is the controlling body of the normal school system and has full power under the constitution to regulate the work and decide upon the conditions of graduation, also the character of the certificates that shall be granted. The excellence in quality of work done should be the real merit of an educational institution as of any other institution, and Michigan may take pride in the announcement that our normal schools rank high when compared with similar institutions in other states. From January 1, 1908, to June 30, 1909, the State Board of Education has granted 247 four-year certificates to graduates of the denominational colleges and the Agricultural College. Also, 42 college life certificates were issued to those who had previously received the regular college certificate and had complied with the statute in regard to experience in teaching.

College Certificates.

College Life Certificates.

Examinations. Under the law authorizing the State Board of Education to conduct teachers' examinations, the State Board has held three State examinations, two during the last weeks in March of 1908 and 1909, and one during the second week of August, 1908. From these examinations 9 State life certificates were granted. The State board has also recognized and indorsed 28 normal school diplomas or State certificates granted in other states and brought into Michigan by persons who desire to teach here.

Indorsements.

A complete and detailed report of the various normal schools will be found in the report of the State Board of Education for 1908.

DAY SCHOOLS FOR THE DEAF.

At the present time, day schools for the deaf are conducted in the following cities: Bay City, Calumet, Detroit, Grand Rapids, Houghton, Iron Mountain, Ironwood, Ishpeming, Kalamazoo, Lake Linden, Manistee, Menominee, Marquette, Saginaw, Sault Ste. Marie, and Traverse City. Two of these schools, Houghton and Lake Linden have been established since our last report. In all these cities, except Detroit, Grand Rapids, and Calumet, the work is carried on by one teacher. In Calumet, there are two; in Detroit, six; besides the principal; and in Grand Rapids, three besides the principal. Grand Rapids, since my last report, has provided very commodious and comfortable quarters for its deaf children, an improvement very much needed. All the deaf pupils of the State are now housed in commodious and pleasant quarters, although in some cases the external surroundings are not all that could be desired. **Location.** **Quarters.**

The act to provide for the compulsory education of deaf children was passed in 1907.

The result has not produced the expected increase in the number of pupils attending these schools. In some of the schools, especially in Ishpeming, Menominee, and Iron Mountain, the attendance has fallen off so much as to endanger the continuance of the schools. The occasion of this in several cases is that the parents have moved from the city, and taken their children away. In some cases, however, parents have become dissatified, and the children have been placed in the Institution at Flint. There are doubtless cases in which the compulsory law should be brought into operation. **Attendances.**

There are cases in which the State School at Flint is the proper place for the deaf child. It may be because of the home conditions, which in many cases are such that the work of the school during the day seems to be obliterated during the night; or, because the person has attained the age of young manhood or young womanhood, and should have the excellent advantages for learning a trade which the State Institution at Flint provides; or it may be that the children because of poor eye sight cannot learn to read the lips. Such should have the advantages of the manual signs, but the tendency to transfer back and forth should be discouraged. Success in teaching, especially the deaf, rests largely in continuity of work, and children should not be transferred for fancied grievances in the midst of a school year. **State Cases.**

In some cases the schools are increasing in numbers, and that to such an extent that one teacher is not sufficient for the work. The teaching of the deaf, especially by the oral method, is in the early stages of the child's school life an individual matter. No teacher can do justice to more than six or seven pupils, and where there are more, assistance should be provided.

The work in the schools is generally satisfactory. There has been an improvement along the lines of reading. More attention is given to reading from books. Inasmuch as the deaf child must get much of his enjoyment during life from his reading, this should **Reading and Manual Training.**

receive the major share of attention. In manual training there has been a marked addition to the work. Especially is this true with the larger pupils. Much credit should be given both to the superintendents and teachers that this is so. All have felt that the education of the hand is especially helpful to the deaf child, but owing to the fact that the teacher of the deaf has usually from six to ten pupils, it becomes an impossibility for the teacher to give as much attention to the hand work as should be given. The superintendents of the schools in several cities have taken this matter in hand, and together with the supervisor of manual training, have arranged so that the older deaf pupils receive special instruction, and are allowed special privileges in the manual training work, some being permitted to do two or three grades of shop work. The benefit in the awakening of interest and consequently the quickening of the intellect is very marked. In a few cases the teachers have succeeded in arranging with carpenters so that boys will have a chance during the summer vacation to do real carpenter work, working under the supervision of carpenters and receiving such pay as can be afforded. The pay received, while an incentive and pleasure to the boy, is of the least value in the problem. The real value is the touch the unfortunate lad gets with real life, and the feeling of manhood and strength that comes into his character. This is so marked in some instances as to be really pathetic. Not only should superintendents and teachers be congratulated that these arrangements have been made, but a vote of thanks should be given to a builder who has heart large enough, and sympathy broad enough to take upon himself the trouble and care of teaching a deaf boy the carpenter's art.

Individual Work.

Real Value.

In schools where there are deaf pupils of twelve years of age, or upwards, I recommend the installation of a sewing machine for the girls, and a small printing press for the boys. The use of the sewing machine gives a vitality to sewing that mere teaching of stitches does not have, and the increased interest in the study of English which would go with the use of the printing press is manifest.

Recommendations.

Under the guidance of a practical teacher manual training is helpful in developing some of the most vital powers of the mind, perseverance, will power, reason, mathematical calculations, etc., as well as co-ordination of the motor nerves and the will.

But there are other exercises that call out all these qualities and add intense enjoyment, a very vital element of childhood. In the games of the school ground the teacher has a field for drawing upon the child's love of sport and contest, and calling into vigorous and intense activity the same powers which are developed by manual training. It should be one of the duties of the teacher to see to it that deaf children engage with hearing children in their school ground pastimes. A common habit of the deaf is to segregate themselves. This is overcome by the playground sports. Once let the barrier between the hearing and the deaf child be thrown down, and the deaf become more familiar with the games and participants in them, and a long step has been taken towards awakening and quickening the child's mental activities, for there is nothing that more truly does this with the child than the games and contests into which he thoroughly enters.

Games.

Furthermore it would be well worth while to instill into the minds of the hearing children the idea that they are in a measure the guardians of their unfortunate deaf schoolmates, and that it is in their power to assist them; in other words, to cultivate in

Altruism.

the hearing child the spirit of altruism. With such a spirit it would be quite reasonable to expect the hearing pupils would urge the deaf to participate in the games of the school ground. The benefits would not stop with the deaf child, but we would see exemplified the old truth, "It is better to give than to receive." The spirit of altruism would be imbibed by the whole school, and one of the most difficult moral questions would find partial solution, for no lesson is more thoroughly learned than the one that is practiced while being learned. **Added Benefits.**

Not only should the play ground be used as a means of breaking up a segregated condition of the deaf, but the various rooms in the building should be a part of the time dedicated to this work. Deaf pupils should be allowed to march with the hearing pupils; they should sit with the hearing children during a part of the writing and drawing exercises; they should be allowed to sit in the various rooms and observe the work done by the hearing pupils; they should come into some of the rooms daily. In fact, it should ever be in the minds of the teachers of the deaf to thrust their unfortunate pupils into the real life of the school. I am impelled to emphasize this matter because this lack of assimilation is impressed on every person who observes the work of the day schools. One of the advantages claimed for the day schools is that they bring the deaf child into contact with the hearing child and develop his social nature along the lines of actual life, while a school composed of deaf pupils alone brings the deaf child into contact almost entirely with the deaf. But if no effort is made in these day schools to bring the deaf into real contact with the hearing child, then this claim is not true, but instead, it is true that the children in a school of the deaf alone get a social benefit of which the pupils in the day schools are deprived when the social education is one of the vital needs of the deaf child from the nature of his malady. **Lack of Assimilation.**

While it is true that the first duty of the schools for the deaf is to prepare the pupils to be self-supporting, it should never be forgotten that it is not all of life to eat, and drink, and wear. Any person who comes in contact with the human being who has been deprived of either his sight or his hearing, soon realizes that the mental attitude of such person is different from that of the person who has these faculties. We are apt to think of the blind person as being much more to be pitied than the deaf person; but it is surprising to note in what a large measure our enjoyments are dependent upon the hearing, rather than upon the sight. It would seem that the hearing is more closely related to the emotions than is the sight. It is the cry of pain that startles us; it is the jolly laugh in which we join; it is the sharp irritated tone that stirs us, or the sweet tender tone that soothes us. **Purpose.**

Each normal human being repeats the history of the race, but the deaf child is handicapped at the outset. Much of the race development that has grown up through the sense of hearing, the deaf child does not compass. Even his sight is but part sight. He does not see; he simply looks. What he looks at carries no story to his brain. He has no stimulus to learn. It is one of the burdens of the conscientious teacher to so intensify the action of the other faculties that the deaf child may approach the perfection of the twentieth century human being. One of the characteristic deficiencies of the totally deaf child is his selfishness and lack of sympathy, sometimes amounting almost to cruelty. In these particulars he is behind his race. One of the most difficult labors of the teacher of the deaf is to develop this apparently barren area of the brain; but it has been found **One-sided Development.** **Selfishness.**

that when this has been done the deaf child becomes as tender, as sympathetic, and as thoughtful of those around him as the hearing child. Indeed, in many cases it has seemed that the sense so long undeveloped springs into more than ordinary intensity of activity. There seems to me to be no more needed moral work among the deaf than the development of these distinctly humane qualities, and I wish to emphasize the work and congratulate the teachers of the State in their success along this line.

Outside Aids.

I am impelled to say at this point that if the various women's organizations, clubs, church bands, etc., in the cities in which day schools for the deaf are carried on, could be persuaded to take a special interest in such schools, showing to the pupils and teachers that they are interested in the progress and success of these pupils, often visiting the schools and homes of the unfortunate children, they would be great aids in this very important work of making citizens of that class of our commonwealth who a few years ago were simply considered "peculiar", and subjects for the almshouse. Not only would such interest encourage both pupils and teachers, but it would give to the parents of the deaf an increased interest in the work of these schools.

Home Influences.

Strange as may seem, there is a great need of more sympathy and co-operation between these schools and the parents of these unfortunate pupils. Many of these pupils come from homes of the poor and ignorant. They have learned that if they make disturbance and commotion enough the inmates of the home will stand aside and allow them to have whatever they want. They often have grown up more like little animals than human beings. Many times they enter our schools not knowing that they or anything else has a name. In some cases the poor unfortunates seem never to have had an idea communicated to them from any other human mind. They seem little more intelligent than the pet puppy or kitten that has grown up with them in the same home. They are sent to school. The home experiences a sense of relief that they are for the day at least out of the way. They are received again at night as intruders and disturbers, and the members of the household are glad when in the morning they are again relieved of their troublesome presence. No effort is made to supplement the work which the teachers are so faithfully trying to do, rather the whole home influence tends to break down and obliterate it.

Communication of Ideas.

All this is wrong, and should be changed. The parents should feel that they are a factor in the pupils' school life. They should help instruct the child. They should know what the teacher has tried to teach during the day. All the new words that the teacher has taught, all the expressions that the children have learned to speak should be known to the household, and the parents and the other children of the home should use every means in their power to impress upon the little fellow in his home the same lessons that are impressed upon him at school. If by some means the homes of these children could thus become an auxiliary of the school so there would be no cessation of the child's work during his waking hours, we should see a marked improvement in the progress of the children.

Co-operation.

One of the needs of our day school work is a uniform State course of study. The attempt of some of our teachers to perpare a congenital deaf child along the lines which will fit him to take up the course of study in the regular city school is a waste of energy, and oftentimes a real detriment to the child's mental growth.

Course of Study.

The child often comes to school as ignorant of language as on the day of his birth, and he has not the means of the normal child to acquire it. Three years of work is not time enough for the brightest deaf child to acquire even a fragmentary knowledge of English that the ordinary child of five years has absorbed without study. Even then the deaf child is not as able to take up school work as this normal child of five years. A large part of his school work must continue to be the learning of simple words in English. Many of the words which the hearing child obtains by hearing them used, the deaf child can never know in their true meaning. Now, if the teacher in all this work is looking with one eye towards the work she is actually doing, and with the other eye is looking toward the course of study which she thinks she must do, her work is at once divided and inefficient. I hope that we shall soon have a course of study for the deaf that will be simple enough and practical enough to meet the needs of the different children, and that when such a course has been provided it will be used in every day school in the State.

SPECIAL EDUCATIONAL INSTITUTION.

MICHIGAN SCHOOL FOR THE BLIND.

1. The Michigan School for the Blind is managed by a Board of Control, as follows:

Phil Eichhorn, Port Huron, President; Ralph O. Daughty, Mt. Pleasant, Secretary; Elgin Mifflin, Lansing, Treasurer.

2. The value of the property belonging to the institution is estimated at $180,577.31.

3. Twenty instructors and assistants are required. The instructors are required to be college graduates, and are also specially trained in their particular work and are required to have had at least two years experience in actual teaching.

4. All the students at the school receive academic instruction.

5. The course of study for all the students is practically the same as for our public schools, including the high school course. A thorough business course is included in the instruction given, training in the use of the typewriter being given especial attention.

"The object of this institution is to fit pupils as far as may be for useful citizenship. A good citizen possesses a good moral character, intelligence, and the ability, in part at least, to support himself.

"The school authorities aim to make prominent such instruction as will tend to secure these desired qualifications. As a means to this end, it is believed that the following are requisite:

1. "A system of discipline that promotes regularity of habits and secures the exercise of self control.

2. "A course of study, practical as well as comprehensive, that will develop the powers of thought and educate the pupils.

3. "Such care of the body as will result in the best muscular and physical development; this being attained by learning and practicing some useful and remunerative handicraft, together with such an amount of recre-

ation as may be possible, not only in the gymnasium but as well in the open air on the grounds. For these reasons a system of instruction which combines the teaching of ethics, intellectual training, and hand labor in the shops or work room is adopted, in all of which each pupil will be required to take part according to his ability.

"The Board of Control will arrange the course of study for all pupils.

"This institution is supported by the State. It is not an asylum, but a well appointed school, and maintained for the purpose of affording as far as may be a practical education. Blind persons and those whose defective sights prevent them from receiving instruction in the public schools are received as pupils, but no person of imbecile or unsound mind or of confirmed immoral character will knowingly be received, nor will those who prove incapable of progress be retained, nor those persistently disobedient and incorrigible. Residents of this State are admitted without charge for tuition, board, lodging, washing, medicines, or medical attendance. Applicants for admission from other states may be admitted, but such are required to pay a sum in excess of the necessary expenses.

"The school year begins the first Monday in September and continues forty weeks. There is a short holiday vacation. Every effort is made to give thorough instruction, and nearly all those branches taught in the public schools of the State are taught at this school and several trades and occupations, including cooking for the girls, are also taught.

"Especial pains will be taken to secure the exercise and consequent bodily development necessary to good health, and earnest efforts are made to correct the unnatural and peculiar postures and habits which so frequently accompany blindness.

"The greatest possible care is taken of the health of pupils. A trained nurse is constantly employed. In case of any illness the pupil is immediately removed to the hospital, a separate building, away from the noise of the school and from the possibility of contagion, where under the direction of a competent physician, regularly employed, the most careful treatment and nursing are bestowed.

"*These advantages are free to every blind person in Michigan who is of suitable age and mental capacity.*

"All that friends of the pupils are expected to do is to pay the traveling expenses and furnish approved, suitable, and sufficient clothing. If they are unable to do this, such necessary clothing will be furnished by the State."

Yours respectfully,

(Signed) CLARENCE E. HOLMES,
Superintendent.

THE MICHIGAN EMPLOYMENT INSTITUTION FOR THE BLIND.

The Michigan Employment Institution for the Blind, located at Saginaw, West Side, is designed to afford necessary instruction and profitable employment to those worthy blind inhabitants of this State who, with reasonable assistance and encouragement, are able and willing to work. It was established and is governed under the terms of Act No. 169 of the Laws of 1903, approved June 2, 1903, and was opened at Saginaw, W. S., in November, 1904, under the superintendency of Mr. James P. Hamilton, a successful blind piano tuner and graduate of Albion College, who was suc-

ceeded in that position in 1907 by Mr. Samuel S. Judd, an instructor in the Saginaw Manual Training School and formerly a teacher in the Missouri State School for the Blind at St. Louis.

Here blind men and women of ordinary health and strength between the ages of 18 and 60 years are taught useful trades and occupations; such as broom-making, rug-weaving, chair-caning, cobbling, piano-tuning, the manufacture of feather dusters, and the like; and during a limited term of apprenticeship or pupilage the learners have their board, lodging, washing, and instruction supplied at the Institution free of charge, for the people of Michigan wish the blind to have an opportunity to become useful and happy citizens, rather than inactive consumers of other people's earnings or savings. The inmates of the Institution may also learn to read books printed in several different forms of raised letters, and to write dotted characters representing letters which they can read by touch for themselves. They also learn to operate an ordinary typewriter, so as to be able to write their own letters to seeing correspondents as rapidly and correctly as other people do.

The Institution also maintains a free circulating library for the benefit of the blind readers of Michigan living at their homes, as well as for those who are learning or earning at Saginaw; and the books are distributed as a loan to such readers and later returned to the Library by mail free of postage under an act of Congress passed in 1904. All such readers of any kind of embossed (that is *raised*) print should apply to the Librarian, Mr. A. M. Shotwell, for such books as they may desire to borrow, for the books are loaned out free of charge for a few weeks at a time to all duly registered readers of such print.

After a useful trade or occupation has been mastered or a course of instruction has been completed, if the learner would not succeed in supporting himself by his trade outside the Institution, but could do so in one of the branches of industry therein pursued, he may remain and receive such wages as he can earn at that trade, and will be expected merely to pay back the actual cost of his board, washing, etc.

Thus, the Institution is at once (1) a trade-training school for adult blind apprentices; (2) an industrial factory for the permanent or steady employment of those able and willing therein to earn the cost of their own support; (3) a working home for the boarding and lodging of those needing and wishing its care and benefits at cost, after learning a trade, as well as the gratuitous boarding and lodging of the learners for a limited time; (4) a free school for the teaching of reading, writing, typewriting, etc., and affording some training in vocal music and other minor branches; and (5) a free lending library for the blind of Michigan, at their homes, as well as at the Institution.

It is not an asylum or retreat for the permanent free maintenance of aged or helpless blind persons, nor a hospital or infirmary for the cure or treatment of blindness or other maladies; but an agency to enable worthy blind people to share in the useful activities of life. For further information address Supt. S. S. Judd or Librarian A. M. Shotwell, Institution for the Blind, Saginaw, W. S., Mich.

A DESCRIPTION OF THE STATE PUBLIC SCHOOL.

The State Public School is situated one mile north of the center of the city of Coldwater and just outside the corporation limits. The distance from the depot is 1¼ miles. Coldwater is 156 miles east of Chicago, 86 miles west of Toledo, 130 miles southeast of Grand Rapids.

Purpose. The purpose of the State Public School is to provide a non-sectarian government institution for the children of the poor to whom poverty alone gives admission.

Equipment. The State Public School is a little village of itself set upon a hill, consisting of an executive building containing the offices, parlor, library, reading room, chapel, dining rooms, sewing rooms, store rooms, bakery, and dormitories for officers and other employees; nine cottages, the homes of the children, each in charge of a motherly woman who looks after the care of the children as a natural mother should care for her family; a hospital where the sick are taken and nursed back to health; but regular habits of living at the School, good wholesome food, pure water, etc., are great preventatives of sickness and good health as a rule prevails. There is a day school in charge of a corps of trained teachers, seven in number; manual training department for the boys and domestic science for the girls. In the training school special attention is given to the practical side of life. Chairs, tables, windows, etc., that have been broken by accident or otherwise are repaired by the boys in the manual training department, while in the domestic science department the girls are taught sewing, cooking, table service, etc., with enough fancy work included to keep up their interest. The basic idea in both departments is to give the children practice in the use of their hands and at the same time to impress upon them the value of property and the importance of getting all the good they can out of their clothing and furniture by making the necessary repairs on such things when occasion requires, and also to prepare them for family homes.

Other buildings are the Superintendent's residence and driving barns, the laundry, heating and lighting plant, farm buildings, consisting of horse barns, driving barns, dairy barn, etc., etc.

History. The State Public School was opened for the reception of children in May, 1874. Since then 6,542 children have been committed to her care and have been disposed of as follows:

In family homes on indenture June 1st, including those on trial	1,335
Remaining in the Institution	181
Total present wards of the School	1,516
Returned to counties by order of the Board	816
Died in families and the School	261
Adopted by proceedings in the Probate Courts	812
Have become of legal age	388
Girls married	208
Have been restored to parents	596
Have become self-supporting	1,945

It will be noticed that the great majority of those who have come under the supervision of the State School are now supporting themselves, and

the satisfactory part of it is that 92% of them, according to the most authentic reports, have done well or fairly well. The Michigan State Public School has in combination the very best of all methods of child-saving. The family home stands at the head of the list and today have 1,335 of our children growing to manhood and womanhood as farmers, mechanics, housekeepers, etc., etc. Many of them are in the lists of the graduates of the public schools of the State, a few of them are attending college and all of them are under the careful supervision of the State. Of the great number of those who have passed out of our care, 92% are self supporting citizens of our commonwealth and filling positions of honor and trust in nearly every walk of life.

The Institution proper is only a preparatory school for that higher institution, (the family home,) where the half starved, physically and mentally, neglected child is built up to mental and physical fitness to become a member of a family, and where some of the finer things in life are impressed upon him by the precept and example of a refined and Christian community.

Respectfully yours,
J. B. MONTGOMERY,
Superintendent.

MICHIGAN SCHOOL FOR THE DEAF.

The work in the Michigan School for the Deaf, located at Flint, continues along the lines of its excellent work of the past. To say this is to say that the work in this great institution is worthy the confidence and loyal support of the taxpayers and all the citizens of this great State. Any institution that can take children from all sorts of homes, and through a period of fifty-four years prepare them for the activities of life, and then report that less than half a dozen of these have become public charges, and that not one of them has so far as known ever been charged with a crime, has a most remarkable record, and is worthy the confidence and the blessing of the commonwealth. This would be enough if it were all that could be said, but it is not by any means all. Many of the graduates from this school are holding positions of trust and honor, as well as being self-supporting and useful citizens. To anyone who knows the great handicap that the deaf have to contend with, it is little less than marvelous that such results have been obtained. If I were to give my answer to the question as to how it is done, I should have to answer "environment". The boys and girls, no matter from what homes they may come are thrown in to the same atmosphere— the atmosphere of sympathy and justice. They soon find that it is better to do right than wrong, and they also find that there are those around them in whom they can confide. They become a part of a social organization, and must contribute to its life. Thus responsibilities are thrown upon them and they are not permitted to shirk them. Rewards are as sure there as are demerits. The result is a high moral character, and that is an addition to any community.

Work.

Record.

Method.

This most efficient school is under the control of a Board of Trustees, appointed by the Governor. It is under the direct supervision of Superintendent E. D. Clarke, who has been the superintendent for many years,

and to whose ability, sympathy and tireless energy much of this success is due.

Board of Trustees. I give below some statistics and other information taken from the biennial report of the Board of Trustees to the Governor for the years 1907 and 1908.

Robert L. Warren, Ann Arbor, President.
Francis H. Rankin, Flint, Treasurer.
Allison L. Wright, Bad Axe, Secretary.

Total enrollment for the two years	361
Average attendance for the two years	311.3
Attendance for 1906-1907—Boys	182
Attendance for 1906-1907—Girls	143
Total	325
Attendance for 1907-1908—Boys	174
Attendance for 1907-1908—Girls	146
Total	320
New pupils admitted 1906-1907—Boys	22
New pupils admitted 1906-1907—Girls	12
Total	34
New pupils admitted 1907-1908—Boys	23
New pupils admitted 1907-1908—Girls	13
Total	36
Total admitted for two years	70
There have been graduated or honorably discharged:	
1907—Boys	11
1907—Girls	6
Total	17
1908—Boys	7
1908—Girls	4
Total	11
Dismissed, not deaf	4
Dismissed, feeble-minded	2
Dismissed, removed from State	6
Died	1

BIENNIAL REPORT OF BOARD OF CONTROL OF MICHIGAN COLLEGE OF MINES FOR YEARS 1907-1908.

The Board of Control of the Michigan College of Mines is pleased to state that the institution under its charge has had since its last report two years of successful existence. In this period this Board has conferred degrees as follows:

In 1907 the degree of Engineer of Mines was conferred on 42 men; that of Bachelor of Science on 31 men.

In 1908, shortly after the close of the fiscal biennium to which this report relates, 42 men received the degree of Engineer of Mines and 34 men were given the degree of Bachelor of Science.

Heretofore a difference in requirement has existed between the two degrees. This has been abolished and from now on the requirement is the same for each. The question of abolishing the bachelor's degree was considered, but since this degree is of special value to those graduates who go to foreign parts it was decided to continue to confer it. The degree of Doctor of Philosophy is no longer offered, the judgment of the faculty being that present conditions do not warrant the offer.

The whole number of men graduated to date is 476, of whom 465 are living. These men are scattered widely throughout the mining world, and it is safe to say that wherever found, they are, as an almost universal rule a credit to their college and to the State of Michigan.

In numbers enrolled the College shows a steady growth which is not large but is quite as great as can be properly cared for under the present rate of increase of means. This Board does not favor numbers regardless of facilities for thorough instruction. It believes rather in quality of training regardless of numbers and its chief concern is that the students coming to the College of Mines shall be as thoroughly and wisely prepared for successful engineering careers as is possible. The institution has gained enviable prestige among the mining men of the country, and this standing it is believed is directly due to the policy of concentrating effort on the character of training given. Prestige founded on quality of work would seem to rest on a firm foundation.

The Legislature of 1907 appropriated $43,800 for a much needed central heating and power plant. Construction was started on this plant in the summer of 1907 and it will furnish heat, power and light during the coming College year, 1908–9. Briefly, the plant consists of a power house including a boiler and engine rooms, and a service conduit connecting the power house to each of the College buildings, with the exception of Hubbell Hall.

Boilers sufficient for twice the usual load are being installed, thus permitting a shut down of part for cleaning or repairs without crippling the work of the College. It was intended to provide a like duplication of capacity in the engine and dynamo room but the increased demand, particularly for light in the drawing rooms and laboratories, makes it extremely doubtful that either power unit can carry the load at the peak during December and January. In such event both units will be operated as long as both are in order, but the day seems not far distant when such a proceedure will jeopardize the continuous running of the institution. Before the arrival of such a situation the power capacity should be increased.

Great interest has been taken by the high schools of the State in the Loan Collection of Michigan Rocks and Minerals. Reports indicate that many teachers have enlivened their instruction in physical geography and geology in the high school and nature work in the grades by the use of the specimens in the loan collection. This work of acquainting the people of the State with its mineral resources can but result in benefit to the individual and the commonwealth. The College hopes to continue it and extend it as circumstances permit.

The policy of identifying mineral specimens practically without charge is continued. Many times in the course of the two years has the enquirer been saved the expense of an assay by advice that his material would not warrant the outlay. The College does not undertake assays, nor analyses.

It is of interest to note that as the student body increases the average age remains nearly the same, showing an increase in the numbers of mature men in nearly the same ratio as that of the younger students.

The class day address of 1907 was made by President Ira Remsen of John Hopkins University and that of 1908 by President Charles R. Van Hise of the University of Wisconsin.

In the summer of 1911 it is the intention to appropriately celebrate the twenty-fifth anniversary of the beginning of instructional work at the College and to hold a general reunion of graduates and former students. Already graduates in foreign lands are looking forward eagerly to a homecoming on that occasion, while those in America are enthusiastic over their anticipated share in the celebration. It is now certain that the College will then be visited by every graduate who can possibly come to Houghton.

* * * * * * * * *

In conclusion the Board believes the Michigan College of Mines is doing efficient work and that it is worthy the continued confidence of the legislature and the people of the State.

(Signed) WM. KELLY,
Chairman.

WALTER H. FRENCH.

It seems fitting to make especial mention of a man who has done most efficient service for the schools of Michigan. I refer to Professor Walter H. French who acted as Deputy Superintendent of Public Instruction during the incumbency of Superintendent Fall for four years, Patrick H. Kelley for two years, and who served one and a half years under the present administration. Mr. French is a hard worker, conscientious, vigorous and painstaking and the interests of the boys and girls are uppermost in his mind at all times. It is only within the past few years that the problems of the common schools have come to occupy an important place in the thought of those in charge of educational interests. Of the men who have given their attention to the study of the needs of the common schools, and have sought to organize them along lines of their needs, no one has accomplished more than Mr. French in practical results.

Mr. French was born and reared on a farm in Allegan county and received the elements of a rural school education as interpreted a few years ago. At the age of sixteen he entered the Otsego high school and completed the course of study as offered there. After leaving high school he spent several years in managing a farm and teaching rural schools during the winter terms. In the fall of 1886 he entered the State Normal College and was graduated from the Latin-Scientific course two years later.

After graduation Mr. French was employed as principal of the schools of Litchfield, Michigan. After nearly five years service in this capacity, he resigned to accept the office of County Commissioner of Schools for Hillsdale county, which office he held for eight years. While Commissioner of Schools, he organized the teachers of the county into a Teachers' Reading Circle which he conducted after the manner of institute instruction. In addition to this he formed an organization of the school officers of Hillsdale county, this being the first organization of its kind in the State. The benefits derived from the organization of the school officers were very marked along the line of improved school conditions by way of better buildings, equipment and school grounds; and also in the introduction of a uniform series of text books and the classification and gradation of rural schools.

In the fall of 1900 Mr. French was appointed Deputy Superintendent of Public Instruction under Superintendent Fall, and entered upon the duties of that office in January, 1901. While acting as Deputy Superintendent he assisted in starting the movement for the consolidation of the rural schools and the reorganization of the State Course of Study. He was also instrumental in preparing the plan for holding meetings of the school officers of the several counties of the State. After the Legislature had passed a law authorizing the establishment of County Normal Training Classes, Mr. French gave special attention to this work, preparing the course of study to be used, and organizing the thirty-six classes which were in operation before July, 1908. While in the Department the legal affairs of the office were largely turned over to Mr. French, as well as the direction of the general office work. In connection with the legal affairs he was in-

strumental in securing a number of important amendments to the school laws, one of which was the statute authorizing the Department to audit the accounts of the school officers of the State.

In 1907, the Legislature passed a law authorizing the establishment of County Schools of Agriculture, the preparation of the course for which devolved upon Mr. French. He also assisted in organizing the first County School of Agriculture in the State, that at Menominee, Michigan.

In May, 1908, the State Board of Agriculture provided for the establishment of the Department of Agricultural Education in the Michigan Agricultural College, and Mr. French was chosen as head of this department, entering upon his duties in July, 1908. It is intended that the work of this department shall be along the line of organizing and making possible courses in agriculture in the rural and high schools of the State, and also in establishing college extension work.

In addition to his work at the State Normal College, Mr. French has done special work in several other institutions. He is also a regularly qualified lawyer, having studied law while Commissioner of Schools in Hillsdale county, and having been admitted to the bar in 1902. He is president of the Michigan State Teachers' Association, and one of the leaders in the educational councils of the State. Mr. French's work has been largely in the interests of the common schools. He has been untiring in his efforts to better the conditions in these schools, and this, coupled with his practical experience, has made him a particularly influential factor in the development of the educational plan of the State.

L. L. WRIGHT,
Superintendent of Public Instruction.

SUPREME COURT DECISIONS

IN THE MATTERS OF

EDUCATIONAL INTEREST.

SUPREME COURT DECISIONS.

WAYNE COUNTY SAVINGS BANK vs. SCHOOL DISTRICT No. 5 OF MIKADO TOWNSHIP.

SCHOOLS AND SCHOOL DISTRICTS—LIABILITY ON BONDS—ORGANIZATION OF DISTRICTS—REORGANIZATION—EFFECT—CHANGE OF TOWNSHIP.

The act of the legislature in detaching a part of the territory of a township and erecting therefrom a new township of another name does not have the effect of putting an end to the school district organizations in the detached territory, and the holder of bonds issued thereafter by a district in such territory may recover thereon notwithstanding a subsequent reorganization of the district.

Error to Alcoma; Connine, J. Submitted February 20, 1908. (Docket No. 69). Decided May 1, 1908.

Assumpsit by the Wayne County Savings Bank against School District No. 5 of Mikado Township for the amount of a bond. There was judgment for plaintiff, and defendant brings error. Affirmed.

Charles R. Henry, for appellant.
Fred A. Beede (De Vere Hall, of counsel), for appellee.

MOORE, J.

The plaintiff brings this suit on a school district bond and coupons connected therewith, alleged to have been made by the defendant school district, on the 5th day of October, 1888. The case was tried before the Circuit Judge, who made the following findings of fact and law:

CONCLUSIONS OF LAW.

I conclude from the foregoing:

"1. That defendant is obligated to pay plaintiff the bond sued upon with interest at seven per cent per annum.

"2. That plaintiff is entitled to judgment in the sum of one thousand two hundred dollars and sixty-three cents, with interest at the rate of seven per cent per annum from July 5, 1906, with costs."

The case is brought here by writ of error.

It is the claim that the findings of fact are not supported by the evidence. It is a matter of common knowledge that in a new country it often happens that the officers of a school district are not careful business men, and do not always appreciate the importance of accurate records of what is done at the school meetings and by the school officers; and while the records in this case are not as full and complete as could be desired, still a fair inference from them and from the testimony of the witnesses sustains the findings of the circuit judge. *Wood v. La Rue*, 9 Mich. 160; *Schmidt v. Miller*, 22 Mich. 278; *O'Connor v. Beckwith*, 41 Mich. 657; *Wertin v. Crocker*, 47 Mich. 642; *Cook v. Burnett*, 83 Mich. 251.

Counsel for defendant make the following claim; we quote from the brief:

"On June 18, 1887, the territory embraced in the defendant school district in this suit was detached, with other territory, from the township of Greenbush, and made into the township of Mikado. All territory in the new township then was void of school district territorial organization."

And it is argued that, until the new township institutes and sets in motion a complete school system, there are no school districts in the new township, citing, in support of this contention, *People v. Ryan*, 19 Mich. 203. An examination of that case will show it does not sustain the doctrine above stated.

In considering a question like the one involved here, Justice Campbell, speaking for the court, used the following language:

"We do not think this makes any difference. The respondents are in law the same corporation as the old and larger district. The only effect of these acts was to detach certain lands from the district but not to change its corporate identity. We have already disposed of this question in *Maltz v. Board of Education of Wilson Township*, 41 Mich. 547, in which we held that the debts could not be parceled out in a proceeding in the courts so as to give creditors a remedy against any but the present respondents. A debt once existing must remain a debt against the corporation that created it, and its obligation is not destroyed by a change in the corporate limits. If contribution is required, it must be obtained by the corporation and not by its creditors, unless otherwise provided by law." *Turnbull v. School District*, 45 Mich. 496.

The following cases stand for the same proposition; *Brower v. Palmer*, 13 Mich. 104; *Halbert v. School District*, 36 Mich. 421; *Maltz v. Board of Education of Wilson Township*, 41 Mich. 547.

They justify the judgment of the lower court.

Judgment is affirmed.

BOARD OF EDUCATION OF CITY OF DETROIT vs. MOROSS.[1]

EMINENT DOMAIN—CONDEMNATION OF SCHOOL SITE—DETROIT BOARD OF EDUCATION.

If the provisions of the primary school law authorizing the condemnation of school sites are extended to the city of Detroit by Section 4774, 2 Comp. Laws, there is nothing in the statutes relieving the Detroit Board of Education from obtaining the concurrent vote of two-thirds of the qualified voters of the district in the designation and purchase of a site, as provided by section 4665, and proceedings by the board without such vote are unauthorized.

Certiorari to Wayne; Rohnert, J. Submitted October 22, 1907. (Docket No. 112). Decided December 10, 1907. Rehearing denied March 31, 1908.

Petition by the Board of Education of the city of Detroit against Julia V. Moross and others to condemn certain real estate for a school site. From an order overruling demurrers to the petition, respondents being certiorari. Reversed, and proceedings quashed.

Clark, Jones & Bryant, Augustus C. Stellwagen, and *Elmer L. Allor*, for appellants.

P. J. M. Hally (*T. E. Tarsney*, of counsel), for appellee.

HOOKER, J.

Property in Detroit belonging to the respondents was condemned for a school site through proceedings in the circuit court, which proceedings were removed by them to this court by certiorari. It is claimed that the circuit court had no jurisdiction, for the following reasons:

1. The act under which the board of education filed its petition has no force in Detroit.
2. The recorder's court has exclusive jurisdiction in all cases to which said board is a party.
3. If said court would otherwise have jurisdiction, the provisions of the act have not been complied with, and the court did not, therefore, obtain jurisdiction.

Our understanding is that the only authority for an attempt to purchase or condemn this land for a school site consisted of resolutions of the board of education, which counsel for the respondents assert to be insufficient. The petitioner bases its claim of authority upon the primary school law (2 Comp. Laws, §4774) which provides:

"All provisions of this act shall apply and be in force in every school district, township, city and village in this State, except such as may be inconsistent with the direct provisions of some special enactment of the legislature."

If it be assumed (and we do not express an opinion on the point) that the primary act has application to the Detroit schools, the authority to designate, purchase, and condemn sites is to be found in section 4665, subds. 4-6, 4729 and 4730 as amended by Act No. 182, Pub. Acts. 1903.

Section 4665, subd. 4, gives the qualified voters, when lawfully assembled, authority "to designate as hereinafter provided a site," etc. Subdivision 5 gives such voters, so assembled, authority to direct the purchase of sites, lawfully determined upon, and subd. 6, authority to vote a tax therefor.

Under the title "Sites for Schoolhouses," sections 4729 and 4730, as amended (and

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1 The opinion filed on the original hearing in this case was withheld from publication pending the rehearing.

the change made has no bearing upon the question before us), prescribed the method referred to in section 4665, subd. 4, of "designating sites." They provide:

"Sec. 2. Whenever a site for a schoolhouse shall be designated, determined, established or enlarged, in any manner provided by law, in any school district, and such district shall be unable to agree with the owner or owners of such site upon the compensation to be paid therefor, or for the land to enlarge the same, or in case such district shall, by reason of any imperfection in the title to said site, or land to be added thereto, arising either from break in the chain of title, tax sale, mortgages, levies, or any other cause, be unable to procure a perfect, unincumbered title in fee simple to said site, or land for the enlargement thereof, the district board of such district shall authorize one or more of its members to apply to the circuit judge, if there be one in the county, or to a circuit court commissioner of the county or to any justice of the peace of the city or township in which such school district shall be situated, for a jury to ascertain and determine the just compensation to be made for the real estate required by such school district for such site, or for the enlargement thereof, and the necessity for using the same, which application shall be in writing, and shall describe the real estate required by such district as accurately as is required in a conveyance of real estate: *Provided*, That whenever any school district shall have designated, selected or established in any manner provided by law, a schoolhouse site, or land for the enlargement thereof, such selection, designation or establishment shall be *prima facie* evidence to said jury of the necessity to use the site so established.

"Sec. 3. It shall be the duty of such circuit judge, circuit court commissioner, or justice of the peace, upon such application being made to him, to issue a summons or venire, directed to the sheriff or any constable of the county, commanding him to summon eighteen freeholders residing in the vicinity of such site, who are in no wise of kin to the owner of such real estate, and not interested therein, to appear before such judge, commissioner, or justice, at the time and place therein named, not less than twenty nor more than fifty days from the time of issuing such summons or venire, as a jury to ascertain and determine the just compensation to be made for the real estate required by such school district for such site, or for the enlargement thereof, and the necessity for using the same, and to notify the owner or occupant of such real estate, if he can be found in the county, at the time when and the place where such jury is summoned to appear, and the object for which such jury is summoned; which notice shall be served at least ten days before the time specified in such summons or venire for the jury to appear as hereinbefore mentioned."

These sections contain no authority for a purchase or condemnation by the board, without prior action by the voters of the district.

Referring to the last section quoted, counsel for the board say:

"It was and is the contention of petitioner that the language of the above section, 'in any manner provided by law,' was inserted in this piece of legislation by the legislature, knowing that in all school districts of the State of Michigan it was not the practice to have a meeting of the qualified voters of a school district in order that their votes might be recorded for the designation or enlargement of a school site, and that the insertion of those words was an additional expression by the legislature that this act could be taken advantage of and utilized by any of the school districts in the State of Michigan."

We discover nothing in this record to indicate what the practice of the school officers of Detroit has been, or anything in the brief to support the proposition that such practice, whatever it may have been, can be considered in determining whether the action taken in this case was a designation of a site "in any manner provided by law." For that we must look at the statute. To require action by the concurrent vote of two-thirds of the qualified voters of a district in the designation and purchase of a school site has been the policy of this State since 1846, and action of a school board without such has never been sustained. See *Andress v. Board of Inspectors*, 19 Mich. 332; *Heck v. School District*, 49 Mich. 551.

The proceedings are reversed and quashed, with costs to respondents.

ATTORNEY GENERAL, EX REL. ZACHARIAS, vs. BOARD OF EDUCATION OF CITY OF DETROIT.

1. STATUTES—CONSTRUCTION—GIVING EFFECT TO WHOLE.

Statutes should be so construed, if possible, as to give full effect to every part and render no portion nugatory, every clause and word being presumed to have some force and meaning.

2. SCHOOLS—DETROIT SCHOOLS—SUPERINTENDENT—SALARY—AMENDMENT OF STATUTE.

Act No. 406, Local Acts 1907, amending Act No. 392, Local Acts 1903, Section 7, by omitting therefrom the proviso limiting the salary payable to the superintendent of schools of Detroit to $4,000 per annum, which was given immediate effect, authorized the board of education to increase the salary of the superintendent then holding office and whose term of office does not expire until 1909, since otherwise there would be nothing upon which the immediate effect clause could operate. Grant, C. J., dissenting.

3. SAME—CONSTITUTIONAL LAW—LOCAL SELF-GOVERNMENT.

The Constitution of Michigan turns the whole subject of education over to the legislature and the subject is no part of the local self-government inherent in townships and municipalities, except so far as the legislature may choose to make it such.

4. SAME—DETROIT CHARTER—TEACHERS' WAGES—ACTION OF BOARD OF ESTIMATES.

Since the primary school fund must, under the general laws of the State, be used to pay teachers' salaries, and the superintendent of schools of Detroit may, under the law authorizing his appointment, be a teacher, the action of the board of estimates in fixing the amount to be raised for the payment of his salary for a particular year is not binding on the school board, otherwise having legislative authority to fix his salary.

5. SAME—CONSTITUTIONAL LAW—DETROIT SCHOOLS—SUPERINTENDENT—SALARY—INCREASE AFTER APPOINTMENT.

The superintendent of schools of Detroit is not a contractor, and an increase in his salary after the appointment for a particular term, effective during the unexpired portion of the term, looks to the future and not to the past, and hence does not violate section 21 article 4, of the Constitution. Grant, C. J., dissenting.

Appeal from Wayne; Hosmer, Murphy, Rohnert, and Donavan, J. J. Submitted June 10, 1908. (Docket No. 56). Decided November 30, 1908.

Bill by John E. Bird, Attorney General, on the relation of Allen H. Zacharias and others, to enjoin the Board of Education of the city of Detroit and Frank E. Doremus, controller, from paying an increase of salary. From a decree sustaining a demurrer to the bill, complainant appeals. Affirmed.

Elbridge F. Bacon, for complainant.
P. J. M. Hally (*T. E. Tarsney*, of counsel), for defendants.

Section 7, Act No. 392, Local Acts 1903, reads as follows:

"The said board shall, at the first regular meeting in July after the passage of this act, and at the first regular meeting in July of every third year thereafter, appoint a suitable person as superintendent of the public schools under their control, who shall hold his office for the term of three years, or until his successor shall be appointed and enter upon the performance of his duties: *Provided*, That if such appointment shall not be made at the first regular meeting in July, the same may be made at any subsequent regular meeting; but the term of office of the appointee shall commence and date from said first regular meeting in July: *And provided further*, That the office of the present incumbent shall not be deemed to have been vacated by this act, but he shall hold his office until the first regular meeting in July subsequent to the time when this act shall take effect, or until his successor shall be elected and enter upon the performance of his duties. The superintendent shall receive such salary as shall be fixed by the board: *Provided*, That the same shall not exceed four thousand dollars per annum. The said board may appoint a secretary of said board, who shall hold his office during the pleasure of said board,

or until his office shall otherwise become vacant. The board may prescribe his duties and compensation: *Provided*, That when the office of secretary and superintendent shall be held by the same person, he shall receive no compensation for his services as secretary. The board, if it deem it expedient, may direct the superintendent to perform the duties of said office of secretary, and he shall thereupon be ex officio secretary of said board."

Under that Act on July 12, 1906, Mr. Wales C. Martindale was, by appropriate resolution of the board, appointed "superintendent for the ensuing term of three years, at the sum of $4,000 per year." The legislature in 1907, by Act No. 406, Local Acts 1907, amended this section so as to read as follows:

"The board shall, at the first regular meeting in July in the year nineteen hundred nine after the passage of this act, and at the first regular meeting in July of every third year thereafter, appoint a suitable person as superintendent of the public schools under their control, who shall hold his office for the term of three years, or until his successor shall be appointed and enter upon the performance of his duties: *Provided*, That if such appointment shall not be made at the said first regular meeting in July, the same may be made at any subsequent regular meeting, but the term of office of the appointee shall commence and date from said first regular meeting in July: *And provided further*, That the office of the present incumbent shall not be deemed to have been vacated by this act, but he shall hold his office until the first regular meeting in July, nineteen hundred nine, as aforesaid, or until his successor shall be elected and enter upon the performance of his duties. The superintendent shall receive such salary as shall be fixed by the board. The said board may appoint a secretary of said board, who shall hold his office during the pleasure of said board, or until his office shall otherwise become vacant. The board may prescribe his duties and compensation: *Provided*, That when the office of secretary and superintendent shall be held by the same person, he shall receive no compensation for his services as secretary. The board, if it deem it expedient, may direct the superintendent to perform the duties of said office of secretary, and he shall thereupon be ex officio secretary of said board."

On July 11, 1907, the board of education, assuming that they had authority under the latter act, passed a resolution increasing the salary of Mr. Martindale to $6,000 per year, during the balance of the term for which he was elected; said increase to take effect from and after June 15, 1907. The Attorney General, upon the relation of certain citizens and taxpayers of the city of Detroit, filed this bill of complaint to enjoin the defendants from paying this increase of salary. A demurrer was interposed, sustained, and the bill dismissed.

GRANT, C. J. (*after stating the facts*).

It will be observed that both the original and the amended section relate exclusively to the office of superintendent of schools, except that they also authorize the appointment of a secretary who may be the superintendent. The amended act amends the old act only in providing for the election of a new superintendent in 1909, at the termination of the term of the then superintendent. It does not in terms, and was not intended to, affect the term of office of the conditions under which the then incumbent was holding. I think that clause of the amending act reacting: "The superintendent shall receive such salary as shall be fixed by the board" refers exclusively to the superintendent to be appointed under the act. The intent to authorize the expenditure of money and to increase the salary of an officer or employee who has been appointed for a specified term and at a specified salary, under a law which continues him in office for a specified time and at a specified salary, ought very clearly to appear. The act in question preserves the status quo of the superintendent who was then in office. It gives authority to appoint a new superintendent at or after a given time, and at such salary as the board may then authorize. This court said in *Perrin v. Kellogg*, 37 Mich. 316:

"Statutes can apply to future transactions only, unless they are expressly given effect on previous transactions, or unless some of their terms cannot be met otherwise."

I am unable to discern how any intention to change the status of Mr. Martindale's tenure or terms of service can be extorted from the clear language of this act. It plainly leaves both in force, to be completed under the law under which he was appointed for a definite time and at a definite salary, and leaves that law in force for that purpose, and enacts a new law to be applied only to his successor. But it is urged—and this is the sole basis for the support of defendants' claim—that the sole object of the legislature in giving the act immediate effect was to authorize immediate action under it. The order giving an act immediate effect is no part of the act. The bill was passed before the motion to give it immediate effect was made, and as passed it referred solely to future action by the board of education, to be taken more than two years thereafter. Can the plain intent and meaning of an act be changed by a motion which is no part of it and is made and carried after the bill was passed? Suppose the act had not been given im-

mediate effect. It would then, under the Constitution, have become a law within 90 days after the adjournment of the legislature; that is, it would have become a law on September 27, 1907. In that case it might as well be contended that the act was passed two years before any action could be taken under it to employ Mr. Martindale's successor, for the sole purpose of authorizing the board to change Mr. Martindale's salary. Suppose Mr. Martindale's tenure and contract were to expire in July, 1907, and this act had been passed early in the session of that year, providing for the appointment of his successor in July following, and given immediate effect, would it be contended that it conferred authority upon the board to increase or diminish his salary for the remainder of his term? I cannot give my assent to this construction of an order to give a bill immediate effect, when the bill is clearly prospective in its provision. Mr. Endlich says:

"The office of each [viz., a saving clause or proviso in a statute] is to except some particular case from a general principle, where, from peculiar circumstances attending the case, there would be some hardship, if it were not excepted, to qualify, restrain, or otherwise modify the general language of an enacting clause, or to exclude some possible ground of misinterpretation which might exist if cases, which the legislature did not mean to include, were brought within the statute. And as to a proviso, it has been said its function is that of limiting the language of the lawmaker, not of enlarging or extending the act or section of which it is a part, and its effect that of negativing an authority granted beyond its prescribed and clearly defined limits." Endlich on Interpretation of Statutes, §184.

I think the decree should be reversed, and the case remanded for further proceedings in accordance with the practice of the court.

MOORE, J.

A sufficient statement of the facts appears in the opinion of Chief Justice Grant. This case was heard before four of the judges of the circuit court for the county of Wayne, all of whom joined in a written opinion, part of which expresses the views which I think ought to control. I quote from the opinion as follows:

"After the passage of the act, the board of education increased the salary of the superintendent from $4,000 to $6,000 per annum. Complainant contends that the board exhausted its power of fixing the salary at the time of appointment; that no power existed at the time of the raising of the salary to take such action; that the submission to and the action of the board of estimates upon the matter of annual salary precluded any action during the current year, and that to give the construction to the act claimed by the board would be in violation of Article 4, §21, of the Constitution.

"It is a cardinal rule of statutory construction that full effect shall be given to every part of the act under consideration. Every clause and every word is presumed to have some force and meaning. No portion should be rendered nugatory. If the complainant's construction were tenable, it would render the immediate effect clause useless. The only possible object the legislature could have had in the giving of immediate effect is to empower the board to increase the salary which theretofore had been under limitation. To no other part of the act as amended is this clause opposite. Viewed in this light, the citation of counsel to establish the proposition that the power of the board, having been once exercised, was exhausted, does not seem appropriate. In our opinion the very purpose of the amendment was but a new grant of power.

"Education in Michigan belongs to the State. It is no part of the local self-government inherent in the township or municipality, except so far as the legislature may choose to make it such. The Constitution has turned the whole subject over to the legislature. *Belles v. Burr*, 76 Mich. 1. The primary school fund may be used for teachers' salaries, and the superintendent is by the terms of the act a teacher. For these reasons the action of the board of estimates does not control.

"The superintendent is in no sense a contractor, and the increase of salary looks to future, and not to the past. The demurrer to the bill must be sustained, and the bill dismissed."

See *Hunt, ex rel. Snow, v. Buhrer*, 133 Mich. 107, and the cases there cited; *Hudson v. Attorney General*, 150 Mich. 67, and the cases there cited.

I think the decree should be affirmed, with costs.

EXAMINATION QUESTIONS

FOR

STATE AND COUNTY CERTIFICATES

AND

EIGHTH GRADE DIPLOMAS

1908

STATE EXAMINATIONS: MARCH AND AUGUST.
COUNTY EXAMINATIONS: JUNE, AUGUST AND OCTOBER.
EIGHTH GRADE EXAMINATIONS: MAY.

STATE EXAMINATIONS.

I. Questions prepared by the State Board of Education for the State examination held at Lansing and Marquette, March 23–27, 1908.

ALGEBRA.

1. Explain as to a class the laws of the signs *plus* and *minus* in the fundamental processes.
2. Discuss the theory of exponents.
3. Factor the following:
   (a) $3x^2 + x - 2$; (b) $a^4 + b + c^4 - 2a^2b^2 - 2a^2c^2 - 2b^2c^2$;
   (c) solve by factoring, $y^2 - 10y = 600$.
4. (a) Find the H. C. D. of $x^3 - 7x + 6$, $x^4 - 2x^3 - 9x^2 + 18x$, $x^3 + x^2 - 4x - 4$.
   (b) Find the L. C. M. of $x^3 - 1$, $2x^3 + 2x^2 - 5x + 1$, $x^3 - 3x + 2$.
5. (a) What is rationalization? (b) a binomial surd? (c) conjugate surd?
6. Discuss, using illustrations, the binomial theorem.
7. From a cask containing 54 gallons of liquid composed of wine and water, a man drew three times a certain number of gallons of the mixture, each time filling the cask with water. There were then 46 gallons of water in the cask. How much of each in the cask at first?
8. Sold a horse costing $400 to A., gaining a certain per cent. A sold it to B. for $625, gaining the same per cent. What was the rate of gain?
9. A boat's crew, rowing at half their usual rate, row 4 miles down a river and back in 3 hours and 20 minutes. At their usual rate they can go over the same course in 1 hour and 20 minutes. Find the usual rate of the crew, and the rate of the current.
10. $x - y = 1$.
    $x^5 - y^5 = 211$.
    Find the values of x and y.

ARITHMETIC.

1. Give short process for the following indicated computations:
   16×18; 28^2; $12 \times 66\frac{2}{3}$; $2400 \div 75$; $4800 \div 62\frac{1}{2}$; 238×999.
2. Explain proof by casting out the 9's.
3. (a) Give five tests of divisibility.
   (b) Upon what principles are finding G. C. D. and L. C. M. based?
4. Discuss "weight" or precedence of signs, and apply in the following examples:
   $12 + 8 + 4 \times 2 + 6 \times 3 = ?$ $120 \div 2 \times 3 \div 4 \times 5 = ?$ $160 \div \frac{2}{3}$ of $12 \div \frac{1}{2}$ of $6 + 4 = ?$
5. Solve by cancellation the following problems:
   (a) If 3 boys in 8 days earn $40, in how many days will they earn $50?
   (b) If $360 principal earn $12 interest in 8 mo. 15 ds., in how many days will it earn $26?
6. Deduce from principles the formulae for the various problems usually given in interest.
7. A dealer buys at 25 + 10 + 5 off, and sells at 5, 10, 25 off the list, receiving 5% commission on the selling price. What per cent does he gain?

8. (a) Prove that a fraction having the same number of digits in both terms is not changed in value by repeating the numerator and denominator the same number of times.
   (b) Prove that any odd square number, except unity, diminished by 1 is a multiple of 8.
9. (a) How much does a grocer cheat a man who pays $64.00 for goods weighed on scales that weigh 15½ oz. for a pound?
   (b) The time is 22 minutes to 12. How far must the minute hand move to overtake the hour hand?
10. A man after selling 100 pounds of sugar discovered that he was selling at 5% loss. He at once increased the price on the remaining 50 pounds so that he might gain 10% on the whole amount. What was his per cent of increase?

BOTANY.

1. Discuss the place and function of botany in a course in agriculture.
2. Name the chemical elements of a plant that may be discovered by the use of reagents.
3. Give the divisions of the vegetable kingdom and state upon what basis the divisions are made.
4. (a) Name and describe three kinds of plant tissue.
   (b) Explain where such tissue is found.
5. To what plant family do each of the following belong: Corn, wheat, fern, mallow, cockle, thistle, tiger-lily, Jack-in-the-pulpit?
6. Define the terms pericarp, dehiscence, follicle, pyxis, silicle.
7. What constitutes plant food and what are its two sources? What does the plant derive from each?
8. Describe bracts, scales, thorns, tendrils, buds.
9. Define botany, ecology, anatomy.
10. Describe plant cells and their multiplication.

CHEMISTRY.

1. Give two theories which have been advanced to account for the change of color accompanying a change from an acid to an alkaline reaction and *vice versa*.
2. What is meant by the strength of an acid? Give in detail two methods for comparing the strength of acids.
3. Discuss the topic of "dissociation" as before a high school class, also state appropriate illustrations.
4. Write the formulae for the following, and describe each: Sugar, acetylene, alcohol, bromine, blue vitrol.
5. Describe the changes in volume brought about in solids, liquids, and gases respectively by changes in temperature.
6. Give a general account of nitric acid—its preparation, properties and uses.
7. Give the reactions in an ordinary gravity battery. Write formula for each.
8. Define the following: Oxide, sulphite, carbonate, acid, salt, hydrate, and give examples.
9. Explain the terms efflorescent, deliquescent, effervescence, crystallization, precipitate.
10. Outline the Marsh test.

CIVIL GOVERNMENT.

1. What are some of the important changes in the constitution proposed by the recent convention?
2. What is meant by "initiative and referendum"?
3. What are the advantages of a county board of auditors over the work of the board of supervisors?
4. Name the ranks in and explain the working of our diplomatic service.
5. Contrast the expenditure of national revenues with that of the money received from local taxation.
6. What is meant by municipal ownership? Is it a success? Proofs of answer.

7. What are some of the arguments in favor of the township unit district system for schools?
8. What are some methods of controlling the liquor traffic? What is the present status of liquor legislation?
9. Give all the steps in the election of President.
10. Discuss Democracy vs. Representative government.

GENERAL HISTORY.

1. What contributions did the Greeks make to the civilization of the world?
2. Discuss the Crusades, and state fully their effects.
3. Speak of the importance of Carthage in the 3rd Century B. C., and state the results of the rivalry between the Roman and the Carthaginian Empires.
4. (a) What was the Rennaissance?
   (b) Mention some of the things which characterized this age in (1) France, (2) Germany, (3) Italy, and (4) England.
5. Compare Richelieu and Woolsey as to characteristics, services to their kings and governments, and results of their ministries.
6. Give an account of the events which led to the establishment of the present form of government in France.
7. What was the real result of the Battle of Waterloo upon (1) England, (2) France, and (3) Germany?
8. What constitutional reforms and limitations took place in England in the seventeenth century, and how were they effected?
9. Discuss fully the present political situation in Portugal as to causes, etc.
10. (a) Name ten great historians and give the principal works of each.
    (b) What is the object of reference work in history?

GEOGRAPHY.

1. Discuss the relative importance of physical geography, commercial geography, political geography.
2. Name ten things brought out in mathematical geography that the children should *know*.
3. What powers of the mind are especially needed and especially cultivated in the study of geography?
4. Name and locate the great commercial waterways of the world other than lakes and oceans.
5. Discuss recent happenings of geographical interest in Portugal, Germany, Africa, Canada.
6. Describe the route taken by our fleet of battleships to the Orient.
7. Name and locate (a) the harbors of Europe, (b) the chief commercial cities of Europe, (c) the countries of Europe chiefly populated by the Anglo Saxon race.
8. In the United States name and locate ten agricultural states, five cities noted for steel manufacture, five cities noted for educational institutions, five great live stock markets, five interstate railway systems.
9. Locate the areas in Michigan for (a) potatoes, (b) sugar beets, (c) corn, (d) chicory, (e) fruit.
10. Define equinox, meridian, tides, moraines, erosion, springs, glacier.

GEOLOGY.

1. (a) Give the divisions of geology.
   (b) What is the relation of geology to geography?
2. Describe the formation of deltas, bars, estuaries.
3. What parts of North America are included within the drift area? How is this evidenced?
4. What atmospheric agencies have been active in producing changes on the earth? Show how?
5. Describe stratified rocks and name the three great groups or kinds.
6. Define dike, cleavage, conformity, syncline, vein.
7. Define metamorphic rocks, also basalt, porphyry, quartz.

8. How do the rocks of the Appalachain system differ from those of the Rocky system? In what are they alike?
9. Describe formation of trap rock, coal beds, petroleum beds.
10. Name the geologic eras. Give characteristics of each.

GEOMETRY.

1. Give two demonstrations to prove that the square on the hypotenuse equals the square on the other two legs of a right triangle.
2. Prove the theorem relating to the square on one of the sides of an obtuse angled triangle.
3. (a) What are congruent triangles?
   (b) Explain proof by *reductio ad absurdum.*
   (c) What are loci of points?
   (d) Give demonstration of some theorem concerning a locus.
4. Find the side of a regular inscribed pentagon in terms of the radius of the circle. Give full explanation.
5. The fly-wheel of an engine is connected by a belt with a smaller wheel 10½ feet distant. The fly-wheel is 14 ft. in diameter, the smaller wheel 42 inches. How long is the belt?
6. If three circles intersect, their three common chords pass through a common point. Demonstrate.
7. (a) To find the circumference of a circle in terms of its diameter.
   (b) What is the approximate value, carried to six decimal places, of the circumference in terms of the diameter?
8. Pyramids having equal bases and equal altitudes are equal. Demonstrate.
9. Prove the area of the surface of a sphere in terms of the radius.
10. Discuss the value of the study of geometry under the following heads:
    (a) Mental discipline.
    (b) Practical use in activities of life.
    (c) Effect upon the artistic sense.

GERMAN.

1. (a) What are the declensions of German nouns? Give examples.
   (b) Decline a masculine, a feminine, and a neuter noun together with an article and a qualifying adjective.
2. How many modal auxiliaries are there in German? Name them and discuss their use.
3. Explain the use of normal, inverted and transposed order. Give rules and illustrate.
4. State five rules for the use of the subjunctive mode and illustrate each in a sentence.
5. Discuss fully the rules for sequence of tenses and illustrate.
6. (a) Give a complete synopsis of the verb *sein* in the third person singular, active and passive.
   (b) Give a complete synopsis of the verb *befehlen* in the second person singular, passive.
   (c) Give a complete synopsis of the verb *richten* in the third person, plural, active.
7. Translate:

   Das Leben *lehrt uns*, weniger mit uns
   Und andern strenge sein; du *lernst* es auch.
   So wunderbar ist dies *Geschlecht* gebildet,
   So vielfach ist *'s verschlungen* und verknüpft,
   Dass keiner in sich selbst noch mit den andern
   Sich rein und unverworren *halten* kann.
   Auch sind wir nicht *bestellt uns* selbst zu richten.
   Zu wandeln und auf seinen Weg zu sehen
   Ist eines *Menschen* erste, nächste *Pflicht:*
   Denn selten schätzt er recht, was er gethan,
   Und was er thut, weiss er fast nie zu schätzen.

Die ehrne Hand
Der *Not gebietet*, und ihr ernster Wink
Ist oberstes Gesetz, dem *Götter* selbst
Sich *unterwerfen* müssen. Schweigend herrscht
Des ew'gen *Schicksals* unberatne *Schwester*.
Was sie *auferlegt*, das *trage;* thu'
Was sie gebeut.

(From Goethe's Iphigenie auf Tauris.)

8. Give constructions of *all* italicized words in above selection, and give principal parts of all italicized verbs.
9. Write a German synopsis of not less than one hundred fifty words of some German book you have read.
10. Name ten German authors and give one work of each.

GRAMMAR.

1. (a) Discuss the purposes to be kept in view in the study of grammar.
   (b) Give your estimate of the values of syntax and etymology as bearing upon these "purposes."
2. In what stage of grammatical study would you introduce false syntax for correction? Give reasons for answer.
3. (a) Give the singular and plural forms of five words each of which forms its plural differently.
   (b) Give possessive form, singular and plural, of five words or expressions usually perplexing to the pupil.
4. (a) Discuss case.
   (b) How do you dispose of the following expressions grammatically: (a) a friend of my father's; (b) made the note good; (c) he stands firm?
5. Give an outline of pronouns, such as you would exact of a pupil.
6. John is *here*. John is *present*. John is *trying* to be a *boy*, and I want him to be a *man*. Parse the italicized words.
7. Illustrate and explain the uses of the infinitive. What authority do you prefer for infinitives?
8. (a) Show the various syntactical uses of *like, as, such, there, fast*.
   (b) Show in a sentence the various meanings of *only* according to its position in the sentence. Explain its meaning in each position.
9. Analyze the following sentences and parse the italicized words:
   Be *careful* to *avoid* giving offense.
   I like *building castles* in the air.
   The *sooner* it is *done* the better for you.
10. Discuss the subjunctive mode, giving sentences to illustrate the difference between it and the conditional indicative mood.

LATIN.

1. (a) Decline ego, hic, urbs, vis.
   (b) Compare bonus, acer, altus, facilis.
2. (a) What verbs govern the dative? The ablative?
   (b) Distinguish between the various uses of *cum* as a conjunction.
3. Discuss fully the law of the sequence of tenses.
4. Translate the following into the best English possible:

   Si te iam, Catilina, comprehendi, si interfici *iussero*, credo, *erit verendum* mihi, ne non potius hoc omnes *boni* serius a me quam quisquam crudelius factum esse *dicat*. Verum ego hoc, quod iam pridem factum esse oportuit, certa de causa nondum adducor ut *faciam*. Tum denique interficere, cum iam nemo tam improbus, tam perditus, tam *tui* similis inveniri poterit, qui id non *iure factum esse fateatur*. Quam diu quisquam erit, qui te defendere audeat, vives; sed vives ita, ut vivis, multis meis et firmis *praesidiis* oppressus, ne commovere te contra rem publicam *possis*. Multorum te etiam oculi et aures non sentientem, sicut adhuc fecerunt, speculabuntur atque custodient.

5. Give constructions of the italicized words in the above.
6. (a) Give five uses of the infinitive in Latin.
   (b) What is the periphrastic conjugation?
7. Give the rules for modes in both clauses in conditional sentences with *si*, *nisi*, *ni*, *sin*.
8. Translate into Latin:
   Caesar replied that he could not desert his most meritorious allies, and that Gaul did not belong to Ariovistus any more than to the Roman people; that they had not even imposed tribute upon the Averni, when they had conquered them in war, and that according to the decision of the senate all Gaul ought to be free.
9. Illustrate the following in Latin sentences:
   (a) ablative absolute, (b) dative of agent, (c) predicate genitive, (d) ethical dative, (e) ablative of manner.
10. Give a full synopsis of the verb *facio* in the third person, singular, passive voice.

LITERATURE.

1. Discuss rhythm in poetry. How many kinds of meter are there? Give illustrations of, scan, and name each.
2. (a) Name one work of each of the following: Spenser, Coleridge, Gray, Emerson, Bryant, Dryden, Keats, Thoreau, Whittier, Marlowe.
   (b) Who wrote the following: Tales of a Wayside Inn, Ode on Immortality, Twice Told Tales, Vision of Sir Launfal, Child Harold, Sartor Resartus, Euphues, Utopia, Lycidas, Eve of St. Agnes, Clarissa Harlowe.
3. (a) What is pastoral poetry? When did it flourish in English literature?
   (b) When did the real nature element begin to appear in English literature? Who was the first nature poet and what was his principal work?
4. Discuss the poems L'Allegro and Il Penseroso as to form, style, meter, etc. In what respects do they differ and in what respects are they alike? Give a quotation from each.
5. Characterize the literature in England during the sixteenth century. Who were the representative writers?
6. What were the miracle and mystery plays? What their foundation and what their importance? Are there any plays of this character given at the present time, and if so, what are they?
7. Discuss the rise of the novel in English literature. Who were the first novelists and what were their most important works?
8. What is the place of Clarence Edmund Stedman in American literature?
9. (a) Discuss and characterize the literature of the present day.
   (b) Name five novelists, five writers of short stories and three essayists of the present time.
10. Outline a supplementary course of reading of twenty-five books with which you think a child should be familiar before he enters the high school.

ORTHOGRAPHY.

1. (a) State the value of silent letters.
   (b) Give the rules for silent letters.
2. (a) Define and illustrate mutes, sibilants, and labio-dentals.
   (b) Give words to illustrate linguals, palatals, labials, and dentals.
3. Define philology, and discuss its value in the study of literature.
4. What knowledge of orthography do you think a pupil should acquire below the high school?
5. Give the rules for accenting words.
6. Write two paragraphs of fifty words each on some subject of your own choice, using in the first as many words of Anglo-Saxon origin as possible, and in the second as many words of Latin origin as possible.

PHYSIOLOGY.

1. (a) Name four different systems of circulation in the body.
   (b) Describe one of these and explain its use.
2. Describe the inner ear and explain *how* we hear.

3. How is reflex action produced? What organs are affected? What is an acquired reflex action and what is its value in education?
4. (a) What do you understand by the term *laboratory method* as applied to physiology?
   (b) Discuss the advantages of this method and state some of the demonstrations you would use.
5. (a) Locate and describe iris, cornea, vitreous humor, choroid.
   (b) What is the function of the arteries, lacteals, muscles, tendons, veins?
6. Describe the femur as to location, structure, and shape. With what bones does this articulate? Describe the joints formed.
7. (a) Mention five general directions for the restriction of communicable diseases as given by the State Board of Health.
   (b) How would you teach the moral and mental effects of alcohol?
8. What are the chemical characteristics of proteids, fats, carbohydrates, salts? What chemical qualities act upon these to digest them and where are they found? Mention three common foods containing each of the above.
9. Describe the skeleton of the head, naming the bones.
10. Compare the physiological advantages of such games as base ball, basket ball, tennis, with those of systematic gymnastics and physical culture drills.

RHETORIC.

1. Discuss the value of rhetorical study to develop literary taste.
2. Discuss the essential principles that underlie good diction.
3. (a) Define loose sentence, periodic sentence, topic sentence.
   (b) Name four ways in which a topic sentence may be expanded.
4. Discuss the value of figures of speech, and give examples of the following: metaphor, personification, synecdoche, epigram, metonomy, irony.
5. (a) What is a novel?
   (b) Discuss the value of the study of the novel as a means of developing literary form. Mention two good novels that you would suggest for such study.
6. What is unity? Why necessary? How to be obtained?
7. What two authors would you have your pupils study for each of the following: (a) good style, (b) excellent descriptions, (c) purity of language, (d) thought, (e) sentiment, (f) precision of diction, (g) forceful language.
8. State the essentials of a good argumentative essay, and give reasons.
9. What is oral composition? What is its purpose? What are the results to be obtained?
10. Write a review of not less than two hundred words of some book you have read recently, paying particular attention to choice of words, sentence structure, paragraphing, and punctuation.

SCHOOL LAW.

1. Give the substance of the law relating to the State, college, and university certificates. How do these become valid?
2. Give the duties by law of superintendents in graded school districts.
3. How is a board of education limited in making a contract with a teacher?
4. Give all the sources of school moneys, and state how they may be used.
5. Describe the management of teachers' institutes in Michigan.
6. Give such changes in the school laws as you think should be made.
7. What are included in "necessary appendages" for schools?
8. Give the powers and duties of a county commissioner.
9. Give the legal provisions governing the taking of the school census.
10. What amendments to the truancy law were made by the legislature of 1907?

THEORY AND ART OF TEACHING.

1. What is the relation of psychology and pedagogy?
2. Justify your own theory of corporal punishment.
3. What books have you read on teaching? Which one or ones have proven most helpful?
4. Tell what you can of Froebel, Pestalozzi, Comenius, David Page, Horace Mann, W. T. Harris.

5. Have you any experience with parents' meetings? What should be the relation of the home and the school?
6. Give your plan of teaching ethics.
7. What is the present trend of industrial education? What is a trade school?
8. What may be reasonably expected as a result of the first eight years of public school work?
9. What should the high school do for a student?
10. What do you consider the chief defects of our methods and system? Suggest remedies.

UNITED STATES HISTORY.

1. Explain fully your method of teaching history in the lower grades. In the high school.
2. (a) Upon what did England and France base their claims to the Northwest territory?
   (b) What was the effect upon the colonies of the Inter-Colonial wars?
3. Define compromise. Name three great compromises in our history and discuss fully the influence of one of these.
4. What was the "Critical Period?" Why so called? Mention some of the problems that were solved during this time, and state their after effects upon the nation.
5. Trace the growth of the political parties in the United States, and state the principal things for which they have stood.
6. Discuss the doctrine of nullification and secession, together with the part each has played in the history of the United States.
7. What were the chief objects of the Atlanta Campaign and what were the results?
8. What conditions led up to the panic of 1837? What was the immediate cause? To what system for the care of national government funds did this panic give rise?
9. What arbitration treaties along the line of the Hague Peace Conference have been approved and ratified between the United States and other countries?
10. (a) What is the dispute regarding the boundary line between Wisconsin and Michigan?
    (b) Discuss the work of the last Constitutional Convention in Michigan.

ZOOLOGY.

1. Define zoology and state its place among related sciences.
2. Define biology and describe its scope.
3. What specimens may be secured and studied as typical of each of the following branches: annulata, arthropoda, mollusca, vertebrata?
4. Give the materials and apparatus necessary to properly stock a zoological laboratory.
5. Give the method and history of the development of the housefly, butterfly, beetle.
6. Describe the nervous and circulatory systems of the vertebrates.
7. Describe the digestive system of the oyster and the grasshopper.
8. Describe the anatomy of a fish.
9. Discuss vivisection.
10. State clearly the following: Texts studied, time given to laboratory work, specimens examined, where instruction received.

LIST OF WORDS.

1. cologne.
2. antenna
3. irresolution
4. nasturtium
5. silhouette
6. witticism
7. termagant
8. crochet
9. moccasin
10. isinglass
11. coercion
12. calliope
13. imminent
14. volleys
15. windlass
16. victuals
17. rajah
18. courteous
19. obliging
20. czarina
21. tarlatan
22. obsolete
23. parochial
24. paraffin
25. sergeant
26. colossal

27. vermilion
28. accompanying
29. abridgment
30. admissible
31. indefatigable
32. initiative
33. grievous
34. civilian
35. Cincinnati
36. precede
37. accommodation
38. misdemeanor
39. tenant
40. embarrass.
41. rhythm
42. peaceable
43. cinnamon.
44. counselor
45. changeable
46. bilious
47. desirable
48. bereavement
49. divisible
50. gauge

PHYSICS.

1. How much will the outer rail on a curved track have to be elevated in order that a train running at a rate of seventy-five miles an hour will not be derailed? Given radius of curve 1,000 feet.
2. A body is acted upon by two forces, one north of 60 grammes per second, the other northwest of 75 grammes per second. What is the value and direction of the resultant force?
3. If a cable weighing 10 pounds per yard sags 12 inches in a span of 100 feet, what is the maximum tension per square inch in it?
4. Two spherical balls of equal weights are attached to the ends of a string, which passes through a hole in a table. With what speed must the ball on the table be moved around in a circle whose diameter is 1 foot in order to sustain the weight of the other ball suspended by the string?
5. Through what distance must 10 kgm. of water fall to raise its temperature 10° C. if all the energy goes to heating the water?
6. Explain the electro-chemical action in a voltaic cell. What is the construction of the following cells: Daniel's, Bunsen's, the gravity cell, the chromic acid cell, the Le Clanche cell?
7. (a) State Boyle's law. The law of Charles.
   (b) Ohm's law. What is electromotive force? Define the units of current and E. M. F.
8. Illustrate a dynamo having a field magnet that is shunt wound. Series wound. Compound wound. What are the advantages of the different types?
9. Draw figures to show the position and size of the image for the following cases of converging lenses:
   (a) Object at a finite distance greater than twice the focal distance of the lens.
   (b) Object at twice the focal distance.
   (c) Object at less than twice the focal distance.
   (d) Object at the principal focus.
   (e) Object between the principal focus and the lens.
10. Explain Huygen's principle for the propagation of light.

II. Questions prepared by the State Board of Education for the State examination held at Lansing and Marquette, August 10–14, 1908.

ALGEBRA.

1. Factor: $x^{12}+1$, $x^4-4y+x^2+2y^2$, $a^3+b^3+c^3-3abc$.
2. (a) Discuss special cases in multiplication.
   (b) Discuss exact divisions by $a+b$ and $a-b$.
3. (a) Discuss radicals illustrating by examples.
   (b) $\sqrt{a+2\sqrt{b}}=?$
4. Show that a quadratic equation has two, and only two roots.
5. (a) Show that the sum of any fraction and its reciprocal is greater than 2.
   (b) If $5x-6<3x+8$, and $2x+1<3x-3$, show that the values of x lie between 4 and 7.
6. Rationalize $\dfrac{10}{\sqrt{8}+\sqrt{108}+\sqrt{18}-\sqrt{12}+\sqrt{3}}$

7. (a) Find the three cube roots of 64.
   (b) The product of five numbers in arithmetical progress is 10395, and their sum is 35. What are the numbers?
8. (a) What added to 2, 20, 9, 34 will make the result proporti. l?
   (b) Write the 4th term of $(x - 2y)^{12}$ by the Binomial Theorem.
9. By traveling 5 miles less than its usual rate a train lost 50 mi. 3 in running 300 miles. What were the usual rate and time?
10. A and B run a race of four miles. A reaches the half-way post five minutes before B; he then diminishes his speed 3 miles an hour, while B increases his speed 4 miles an hour and beats A by seven minutes. Required the rates at first.

ARITHMETIC.

1. Discuss "checks" in arithmetic, using illustrations.
2. (a) Extract the cube root of 139,798,359, illustrating as to a class.
   (b) Prove that any odd square diminished by 1 is a multiple of 8.
3. (a) Discuss various methods of analysis, giving your opinion as to the most usable in teaching. (b) If in writing numbers we used a scale of 8 instead of 10, how many characters would be needed? Explain.
4. Indicate the solutions of the following problems and discuss the indicated solutions, with reference to abstract and concrete, all numbers used.
   (a) At $5 each how many books can I buy for $80?
   (b) If I can buy 6 books for $24, how much will ⅔ of 30 books cost?
   (c) If 16 sheep cost $32, how much will 3 sheep cost?
5. The temperature is 2° above freezing, Fahrenheit, what is it by Raumer and the Centigrade? Explain fully.
6. A board 12 ft. long with parallel ends is 16 in. wide at one end and 10 in. at the other. How far from the ends must it be cut crosswise to divide it equally.
7. Discuss standard time, giving examples to illustrate the difference between it and true time.
8. A and B weighing respectively 100 lbs. and 144 lbs. wish to find the weight of C. They discover that with C upon one end of a lever A can just balance it, while with C upon the other end of the lever B can just balance it. What is the weight of C?
9. Give a graphic illustration of a problem.
10. Find the difference between the amount of $100 invested for 5 yrs. in a savings bank at 4% compounded semi-annually, and the amount of the same at simple interest at 4½% for the same time.

BOTANY.

1. Define Thallophytes. Give two subdivisions and the characters of each. Trace life history of one plant in each group.
2. Describe two different kinds of growth movements. Examples of each.
3. Describe three different types of bundles. Illustrate with diagrams. In what group of plants is each found?
4. Name and describe briefly the organs of a fern plant. Trace its method of reproduction.
5. Give the characters of crowfoot, mustard, mint, lily and grass families.
6. What is a gametophyte, sporophyte? Where are these found in both groups of spermatophytes?
7. Discuss the process of transpiration fully. What causes sap to rise?
8. Describe some seed of diocotyledon, of a monocotyledon.
9. In what forms is food stored? Give structure and composition of each with one test.
10. Define morphology, physiology and ecology. What advantage has the study of each in a high school course?

CHEMISTRY.

1. Discuss fully the "Kinetic molecular theory."
2. Pass hydrochloric sp.gr.1.2 into a concentrated solution of barium chloride. What is the effect? Explain fully.
3. Define and illustrate the following terms: primary salt, neutral salt, normal salt, basic salt, secondary acid salt, diacid base, hydroxyl, soap, alcohol, a keytone.
4. Give three general ways in which chemical reaction can be driven to approximate completion.
   How many grams per liter in an $\frac{n}{10}$ solution of $K_2Mn_2O_8$?
5. Define dialysis. To what use is it put in chemistry?
   What are the essentials of a good indicator?
   Name five indicators and tell under what conditions each may be used.
6. What is meant by entropy; the phase rule; osmotic pressure?
7. Classify coals. Define a cannel coal. What determinations are made in a proximate analysis of coal? In an ultimate analysis?
8. Discuss a practical method of preparing $Ba(ClO_3)_2$ from NaCl and $Ba(NO_3)_2$. (b) Isopropl acetate from ethyl alcohol. (In the latter inorganic reagents may be used.)
9. Complete the following reactions:
   $NaNO_3$ plus $FeSo_4$ plus H_2SO_4 (conc) equals?
   $Bi(NO_3)_3$ plus Al plus KOH equals?
   $K_2Mn_2O_8$ plus $H_2C_2O_4$ plus H_2SO_4 equals?
   C_2H_5OH plus PCl_3 equals?
   C_2H_3CN plus HCl plus H_2O (boil) equals?
10. Outline a method for making an analysis of a limestone (determine SiO_2, Fe_2O_3, Al_2O_3, CaO, MgO, H_2O).

CIVIL GOVERNMENT.

1. Give the most important changes to be wrought by the adoption of the new constitution in Michigan.
2. What is the present policy of the United States government with regard to its diplomatic service? Why is it wise?
3. Give in detail the method of nominating and electing a president of the United States.
4. Give the work of the following committees in the organization of a convention: Credentials, Permanent Organization and Order of Business, Resolutions.
5. Give the arguments for and against municipal ownership.
6. Describe the conduct of a trial in a justice court including the selection of the jury.
7. What are the principal planks in the Republican platform in the present campaign; the Democrat platform? What radical changes would be likely to be made if Bryan should be elected to the presidency?
8. Note some of the differences between congressional and legislative procedure.
9. Give a good list of material that you would like to have for the teaching of civil government.
10. How may the teachings of civics actually help in the matter of good citizenship? Do not theorize.

GENERAL HISTORY.

1. Name the great religions of the world and the fundamental principles of each. What effect has each had on the Nations professing it?
2. Sketch the history of Mexico.
3. Characterize the rule and name the rulers of the Tudor period.
4. Name several historians among the Romans. What men of modern time have written upon Roman history?
5. Describe the end of Rome as the head of the Western Empire with some account of the subsequent invasion of the barbarians.

6. Estimate the good work of the monasteries as the hospitals, inns, schools, libraries and publishing houses of the Middle Ages.
7. What seems to you the chief motive of the crusaders? Mention some motives of the baser sort. Are the crusades rightly called "Holy Wars"?
8. What was the darkest age in the history of education? Who were the only teachers in the early middle ages? What was the object of education? Describe the making of a book in mediaeval times and point out its beauties.
9. Make a list of the greatest benefactors of the nineteenth century.
10. Can you prove from your knowledge of history that, as Dean Shaler says, "in the long run the people are right"?

GEOGRAPHY.

1. What can be accomplished in geography before the text-book is taken up?
2. What geographical material can you suggest that is within the reach of every teacher?
3. What is your method of doing work in map drawing?
4. Is there any criticism to be made on the present methods in geography?
5. Have you ever done any field work in geography? What were the results?
6. What ought to be known by a seventh grade pupil after the completion of the work on Asia?
7. What is the "journey method"? Explain how it can be used to advantage.
8. Tell what you can of the production in Michigan of automobiles, cement, furniture, wagons, breakfast foods, celery, salt, grindstones, chicory, condensed milk, silk, sugar.
9. Tell of the "St. Clair Canal," the "Soo" locks, shipping on the great lakes, tunnel under the Detroit river, protection of navigation on the great lakes.
10. What does Michigan have to export? What to import?

GEOLOGY.

1. What does the word geology literally mean? Define lithological geology. Dynamical geology. Paleontology. Historical geology.
2. Write a short essay on mountain building, giving the geological history of some mountain range.
3. What is ground water? Subterranean water? How is man benefited by each of these classes?

4-5-6. Name and characterize in order the successive geological areas, stating time, area, locality, rock formation, characteristic fauna and flora.

7. Define igneous rock, sedimentary rock, metamorphic rock, sandstone, granite, slate, clay, limestone.
8. How do springs become "mineral" in character? How are stalactites formed? Stalagmites? Bog iron ore?
9. Give an account of the glacial period. What happened at its close?
10. How do you account for the rounded boulders and cobbles in this state?

GEOMETRY.

1. Give the points of proof in the following theorems:
   (a) Any two sides of a triangle are together greater than the third side.
   (b) The medians of a triangle are concurrent.
   (c) The angles opposite the equal sides of an isosceles triangle are equal.
2. The straight lines drawn from the vertices of a triangle perpendicular to the opposite sides are concurrent. Demonstrate.
3. The bisectors of the angles contained by the opposite sides (produced) of an inscribed quadrilateral intersect at right angles. Demonstrate.
4. State three theorems relating to chords of a circle; demonstrating one of them.
5. If the sides (or sides produced) of a triangle are cut by any straight line, the product of the ratios of their segments taken in order equals unity.

6-7. To find the area of a triangle in terms of its sides.

8. Construct $\sqrt{2\sqrt{5}(\sqrt{5}-1)}$ and prove it to be one side of an inscribed pentagon in a circle whose radius is 2.

9. If two triangular pyramids have equal altitudes and equal bases they have equal volumes. Demonstrate.

10. What is the area of a surface generated by a line segment revolving about an axis in its plane? Demonstrate.

GERMAN.

1. (a) Decline in German the equivalents for the following: The city, the rich man, good children.
   (b) To what declension do these several nouns and adjectives belong?
2. What rules for the government of cases can you derive from the following sentences:
   (a) Marie spricht von ihrem Lehrer.
   (b) Fritz geht zu seinem Häüser.
   (c) Die Kinder sind in dem Park.
   (d) Die Kinder gehen in den Park.
   (e) Das Buch liegt auf der Bank.
   (f) Ich legte das Buch auf den Tisch.
3. Explain normal, inverted, transposed order. Give rules for each.
4. (a) Compare the adjective for happy, short, loud.
   Compare the adverb often, much.
   (b) What are the modal auxiliaries?
5. Give a complete synopsis third person singular, indicative and subjunctive, of any one of the modal auxiliaries.
6. (a) Give the principal parts and complete synopsis first person plural through the active voice of *schlagen*.
   (b) Do the same with *loben* in the passive voice.
7. Translate into German:
   (a) If the Spanish government had not treated the inhabitants of the island of Cuba so unjustly, the Spanish-American war would not have occurred (stattfinden).
   (b) I do not believe what he says.
   (c) The town through which we will now go, is called Weimar.
   (d) Tell me, with whom do you go to the city?
   (e) When he had finished his work he sat down.

8-10. Translate:

Der Bauer fuhr vorüber; der andere ging eliger unter den Bäumen entlang. Nach einer Viertelstunde hörte ihm zur Linken plötzlich der Schatten auf; der Weg führte an einem Abhang, aus die Gipfel hundert jähriger Eichen nur kaum hervorragten. Ueber sie hinweg öffnete sich eine weite, sonnige Landschaft. Tief unten lag der See, ruhig, dunkelblau, fast ringsum von grünen, sonnenbeschienenen Wäldern umgeben, nur an einer Stelle traten sie auseinander and gewährten eine tiefe Fernsicht, bis auch diese durch blaue Berge geschlossen wurde. Es war fast, als hätte er jetz das Ziel seiner Reise erreicht; denn er stand unbeweglich und sah über die Gipfel der Baume zu seinen Füszen hinüber ans andre Ufer, wo das Spiegelbild des Herrenhauses liese schaukelnd auf dem Wasser schwamm.

GRAMMAR.

1. Illustrate the various uses of parts of speech used as complements of verbs.
2. What particular phases of mental activity are emphasized in studying,
   (a) the parts of speech,
   (b) the analysis of sentences.
3. Illustrate the various uses of clauses.
4. Give illustrations of the following:
   (a) Impersonal verbs,

(b) Gerunds,
(c) Factitive object.

5. Discuss the following with reference to grammatical correctness:
(a) I intended to have seen him.
(b) I would have found it impossible to have finished the task.
(c) I am glad to have met you.
(d) I have not heard of him going.

6. Supply the proper words in the following sentences and give reasons:
(a) (Who or whom) is this for?
(b) Neither she nor I (am, is) invited.
(c) Neither he nor his sons (were, was) there.
(d) I feel (bad, badly) about the matter.
(e) There was no use of pressing the matter.

7. What is the meaning of *concord* in grammar?

8. Analyze the following sentence and parse the italicized words:
Consider *this*,
That in the course of justice, *none* of us
Should *see* salvation.

9. How may the following parts of speech be discriminated:
The adverb from the adjective,
The verbal noun from the abstract noun,
The relative pronoun from the demonstrative adjective or pronoun.

10. Illustrate in sentences the various ordinary uses of the following punctuation marks:
The comma, the semicolon, the colon.

LATIN.

1. Translate:

(a) Postridie eius *diei*, quodomnino biduum supererat, cum exercitui frumentum metiri *oporteret*, et quod *Bibracte*, *oppido* Aeduorum longe maximo et copiosissimo, non amplius *milibus* passuum XVIII aberat, *rei* frumentariae prospiciendum existimavit; iter ab *Helvetiis* avertit ac *Bibracte* ire contendit. Ea res per fugitivos L. Aemilii, decurionis equitum Gallorum, hostibus nuntiatur.

(b) Decrevit quondam senatus, ut L. Opimius consul *videret*, ne quid res publica *detrimenti caperet*. Nox nulla intercessit; interfectus est propeter quasdam seditionum suspiciones C. Gracchus, clarissimo *patre*, *avo*, *maioribus;* occisus est cum liberis M. Fulvius consularis. Simili senatus *consulto* C. Mario et L. Valerio *consulibus* est permissa res republica; num unum *diem* postea L. Saturninum tribunum plebis et C. Servilium praetorem mors ac rei publicae poena remorata est? At nos viceesimum iam diem patimur hebescere aciem horum auctoritatis.

2. (a) Give construction of italicized words.
(b) Give principal parts and synopsis in number, person, mode and voice as indicated by the form, of the following verbs: oporteret, capietur, ire, fiunt, nolunto.

3. (a) Decline hic, vis, patre, aciem, diei, exercitui, Bibracte.
(b) What are the periphrastic conjugations?

4. In what different ways is purpose expressed in Latin?

5. Translate into Latin:
(1) The general says that he will send all the cavalry.
(2) Would that my fellow citizens were happy!
(3) The commander sent all the cavalry to sustain the attack of the enemy, and to find out in what direction they were marching.
(4) If the soldiers are not braver than their general they will be defeated.
(5) Our soldiers were in possession of the camp and the baggage. Caesar sent messengers and letters to the Lingones to the effect that they should not aid them (the enemy) with grain or any thing else. He himself, when three days had intervened, began to follow with all his troops.

LITERATURE.

1. Neatness.
2. What was the greatest age in English literature? Name four great writers of the time with one production of each.
3. Upon what does the greatness of literary age depend? Illustrate by one example from each, American and English literature.
4. When and with what did novel writing begin in England? Who were the four great English novelists of the nineteenth century? For what particular movement does each stand? Name three productions of each.
5. In what early forms and with what writers did the English drama have its rise? What was the nature of its presentation?
6. Who brought English drama to its perfection? Why are his works so regarded? Into what periods may his literary life be divided? Name one drama under each period.
7. Who were the chief writers of the period of the Restoration 1660-1700 in England? Characterize their works and account for such writing.
8. With whom did a reaction from such writing begin? Name three writers of that school.
9. What was the nature of the earliest American literature? Name five of the earliest writers and account for their choice of subjects.
10. What is the tendency of the American prose writing of the present time? How can you account for this tendency?

ORTHOGRAPHY.

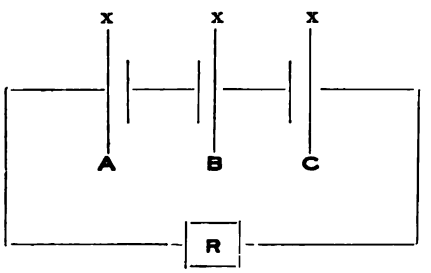
1. Define orthography. Is this work best given in separate classes or in connection with other work?
2. Give all the marks used with consonants and examples of the use of each.
3. Define diphthong, guttural, synonyms, syllable.
4. How would you teach spelling in the primary grades, grammar grades, high school?
5. Is spelling an art or a science? Is it a fact that some children cannot learn to spell? Why is this so, if true, or in any event why is it more difficult for some children to learn to spell than others?

LIST OF WORDS.

1. aeolian
2. alkali
3. diocese
4. funereal
5. vaccinate
6. hellebore
7. desiccate
8. euphony
9. auspices
10. Deuteronomy
11. confectionery
12. regime.
13. menagerie
14. paroxysm
15. variegate
16. mnemonics
17. attache
18. rhomboid
19. cynosure
20. debris
21. anæsthetic
22. stationery
23. subtile
24. rood
25. canon
26. aeronaut
27. chamois
28. scallop
29. clique
30. ninetieth
31. spinach
32. delaine
33. mortgage
34. epitaph
35. grater
36. lien
37. cynic
38. loch
39. isinglass
40. hollyhock
41. glacier
42. gymnasium
43. grisly
44. halcyon
45. auxiliary
46. Euclid
47. fiery
48. Ypsilanti
49. pallid
50. cleat

PHYSICS.

1. Define horse-power, foot-pondal, acceleration.
   Name the units used in electrical measurement and define each.
2. Develop the following formulae:
   (a) $S = \frac{1}{2} at^2$, (a = acceleration),
   (b) $R = \frac{rr'r''}{rr'+rr''+r'r''}$ (shunted circuit),
   (c) $\frac{1}{p} + \frac{1}{\frac{1}{p}} = \frac{2}{r}$.
3. How many Joules of work are necessary to raise 1 kgm. of water 10° C?
4. How much steam at 150° C is necessary to melt 200 gms. of ice and change the temperature of the water to 50° C?
5. (a) Explain the principle of the gas engine.
   (b) What is meant by a four-cycle engine?
6. (a) What is the ratio of the vibration frequency in a major triad?
   (b) The major diatonic is built on three triads. Show how the scale is built.
7. Find the first three overtones of middle C stopped pipe.
8. Name two theories advanced to explain the phenomenon of light. Discuss the one of them which is most generally accepted.
9. Three cells are connected as follows:



Cell A	E. M. F.	equals	1.5	volts
	r	"	1	ohm
Cell B	E. M. F.	"	1	volt
	r	"	10	ohms
Cell C	E. M. F.	"	.5	volts
	r	"	20	ohms

   R equals resistance of 10 ohms.
   Find the amperage of the system.
10. (a) Discuss the present accepted theory as to the cause of the E. M. F. in a simple voltaic cell.
    (b) Describe Kelvin's balance.

PHYSIOLOGY.

1. Give some effective methods of ventilating a stove-heated rural school building.
2. What is the correct arrangement of school seating in reference to light? What tests of the pupils' eyes have you ever made?
3. Give some successful experiments that you have conducted in the physiology class. (If you have not taught the subject, give some that you have seen.)
4. What can a teacher do in the following instances:
   (a) a dislocation,
   (b) a broken bone,
   (c) a foreign substance in the eye,
   (d) a deep cut,
   (e) a severe burn,
   (f) wounds from barbed wire or rusty nails?
5. Give the contents of a wholesome school lunch for the winter and for the summer. Explain your answer.
6. Name some school conditions which tend to impair the health of the children? How may they be corrected?

7. Where is the State Sanatorium? What are the methods of treatment employed there? What methods are employed by the State Board of Health to educate the people with reference to contagious diseases and other matters affecting the public health?
8. Tell something of the dangers that lurk in drinking water from surface wells. How may danger be avoided?
9. What are some of the common ways in which contagious diseases are spread? What is the difference between contagion and infection?
10. What can be taught with reference to the effects of tobacco? Name other narcotics and the attendant evils.

RHETORIC.

1. Neatness, spelling, punctuation, paragraphing.
2. Name and define the four kinds of composition.
3. What are the kinds of rhetorical sentences? Define and illustrate each.
4. Give the four main divisions of poetry naming the distinguishing characteristics of each. Name two minor classes under each with examples of the same.
5. Name ten kinds of figures of speech with examples of at least six.
6. With special care to the central figure and arrangement of details write a description of one of the following topics: "A Skating Scene," "A Class Picnic," "Sunset on the Lake," "A Crowd on the Street Corner," "The Harbor," "A Meadow Scene."
7. Scan the following naming the meter used in each:
   "All are architects of fate
   Working in these walls of time."
   "The curfew tolls the knell of parting day;
   The lowing herd winds slowly o'er the lea."
   "This is the forest primeval."
8. Write a brief business letter to a publishing company.
9. By what different means may a writer show the nature and disposition of his characters?
10. Explain fully the value of dialogue in stories. Illustrate one of its uses by a dialogue between two neighbors about a third.

SCHOOL LAW.

1. Who are voters at a school meeting?
2. Give powers and duties of the township board of school inspectors.
3. Discuss thoroughly the provisions of the compulsory attendance law.
4. Explain the procedure in consolidating school districts.
5. Name conditions upon which a school district would forfeit its primary school fund.
6. What are the penalties for the illegal use of school moneys?
7. Give eight duties of the director, four of the moderator and four of the treasurer.
8. Name all the kinds of teachers' certificates that may be granted in Michigan. Who grants them in each case?
9. How may vacancies in a school office be filled?
10. (a) What constitutes a legal school library?
    (b) Where must it be kept and in whose care?

THEORY AND ART.

1. What courses of study have you had in this subject? Under what teacher? What teachers' institutes have you attended? Who were the instructors? How many State Teachers' Associations have you attended? How many county associations have you attended? Have you ever appeared on any of these programs? What topics did you present?

2. How many years have you done the County Reading Circle work? Name most of the books you have read of a professional character. Underscore the one you think of most highly. How many professional books do you own? How many other books?
3. What educational papers and journals have you taken? Underscore those taken during the past year. Have you ever written any for these papers?
4. Give a complete record of your teaching. Where, how long, grade or kind of school?
5. Give a complete record of the work you have done for preparation in teaching.
6. Give your views on the subject of questioning and methods in the same.
7. Do you ever participate in the games of children on the playground? Have you had any experience with school gardens? What organized effort do you make to exert an influence on the pupils outside of the school?
8. What are your ideas of punishment? What means do you employ for punishment? Describe one marked case of successful handling an "incorrigible" pupil.
9. What are the advantages and disadvantages of recess? If you have none, what do you have, if anything, in its place?
10. Outline a lesson plan for teaching a fourth grade reading class:
    (a) "The Children's Hour",
    (b) "Story of Lincoln",
    (c) "A Day on the Farm".

UNITED STATES HISTORY.

1. Make a general outline for a course of United States history for the grades.
2. Give a picture of the social life of the South before the war.
3. Describe the two civilizations illustrated by the colonies of Massachusetts and Virginia.
4. Characterize the military genius of Washington, Grant, and Lee.
5. What about the western land claims of the several colonies at the close of the Revolution and how were they adjusted?
6. Give brief character sketches of Wendell Phillips, Henry Ward Beecher, William H. Seward, John Hay.
7. Tell something of the provisions of the Clayton-Bulwer treaty and the Hay-Pauncefote treaty.
8. Defend the South in the position taken in the slavery question; the United States in the Mexican war; the course of the United States in the Philippines and in Cuba.
9. Describe the policies of Jefferson, Jackson, McKinley, Roosevelt.
10. What part should the history of wars play in the teaching of United States history? Give reasons for your answer.

ZOOLOGY.

1. What are Arthropods? Name four classes of this branch with two characters and an example of each.
2. Trace circulation of crayfish, of fish, of mammal.
3. What is meant by protective resemblance, by mimicry? Give four examples of each.
4. Name seven orders of insects. Give three characteristics and three examples of each.
5. Describe the structure of a hydra. Explain alternation of generations in Hydrozoa.
6. What are Mollusks? Distinguish the three classes. Examples of each.
7. Describe the alimentary canal of an insect, of a bird, of a ruminant.
8. Name five classes of vertebrates. How are they distinguished? Examples of each.
9. Trace reproduction of some butterfly; of a frog; of an earthworm.
10. Describe briefly the structure of a starfish. What are its relatives?

or

10. Describe circulatory and respiratory systems of mussel.

COUNTY EXAMINATIONS.

I. Questions prepared by the Superintendent of Public Instruction for the regular examination, June 19, 1908.

ALGEBRA.

FIRST GRADE.

1. Factor the following:
   $x^7 - 2x^6 + x$; $x^8 + n^4x^4 + n^8 + 2n^2x^6 + 2n^4x^4 + 2n^6x^2$; $(x^2 - y^2)^2 - (x^2 - xy)^2$.
2. (a) If $a^x - b^x$ is divisible exactly by $a - b$, what may be known of x? Explain.
   (b) In what case is $a^x + b^x$ exactly divisible by $a^m + x^m$? Explain.
3. Discuss, using examples for illustration, adding, subtracting, multiplying, and dividing exponents.
4. (a) Give typical equation used in the discussion of quadratic equations.
   (b) When is the first root positive?
5. Find the value of the unknowns in the following equations:
   $$\begin{aligned} x + y &= 5 \\ y + z &= 7 \\ z + u &= 9 \\ u + x &= 11 \\ w + v &= 13 \\ w - x &= 5. \end{aligned}$$
6. Write the fifth term of $(3x^3 - \frac{1}{2}b^{\frac{1}{2}})^8$.
7. Solve $\sqrt{2x + \sqrt{10x + 1}} = \sqrt{2x} + 1$.
8. Discuss variation, giving three of its principles, with illustrations.
9. (a) If *a*, *b*, and *c* are in geometrical progression, show that their reciprocals also are in geometrical progression.
   (b) Show that the geometrical mean between two numbers is also the geometrical mean between their arithmetical and harmonical means.
10. A person drew a quantity of wine from a cask filled with 81 gallons of pure wine, and replaced it with water. He then drew the same amount of the mixture as he drew of pure wine, after which there remained 64 gallons of pure wine in the cask. How many gallons did he draw each time?

SECOND GRADE.

1. Explain the laws of the signs *plus* and *minus*.
2. When $a = 1$, $b = 2$, $c = 3$, $d = 4$, $e = 5$, find the numerical value of the following:
   $$\left\{\frac{4bc}{a+c}\right\}^2 \div \frac{d^3}{b}$$
3. Simplify $\dfrac{a3 - b3}{a^{\frac{1}{3}} - b^{\frac{1}{3}}}$
4. Factor $4b^2 + 10b - 14$; $15ax - 20ay + 9bx - 12by$; $(a^2 - b^2) - m^2 - 2mn - n^2$.
5. Simplify $1 - \cfrac{1}{1 - \cfrac{1}{1 - \cfrac{1}{1 - \frac{1}{x}}}}$

6. Raise $(5x - \frac{1}{2}y)$ to the 5th power.
7. Find two numbers such that their sum increased by their product is 34, and the sum of their squares diminished by their sum is 42.
8. Find a number expressed by two figures such that if the digits be squared their sum will be 18 more than the number itself.
9. Find two numbers whose difference is 3, and whose product is to the sum of their squares as 10 is to 29.
10. Find values of x and y in the following:

$$\left\{\begin{array}{l} xy + xy^2 = 12 \\ xy^2 + x = 28 \end{array}\right\}$$

ARITHMETIC.

FIRST AND SECOND GRADES.

Second grade applicants answer first ten; first grade applicants, last ten.

1. Discuss the similarity of division, fractions, and ratio.
2. Explain as to a class cancellation, illustrating its principles by problems.
3. Simplify $\dfrac{2\frac{1}{2} - 1\frac{1}{4} + 3\frac{1}{4}}{3\frac{1}{3} + 2\frac{2}{3} - 1\frac{7}{12}}$ of $\frac{3}{4}$ of $\frac{4}{5}$
4. Reduce $\frac{3}{4}$ of an acre to integers of lower denominations.
5. $\frac{4}{5}$ oz. is what part of 2 lb. Troy?
6. What is the value of $(1 - \frac{3}{4} + 3\frac{1}{3}) \div \dfrac{\frac{1}{2}}{2\frac{2}{3}}$?
7. (a) When do you introduce the subject of percentage?
   (b) Explain your method of approaching this subject.
   (c) Formulate a simple problem for each "case" in percentage.
8. Show as to a class how the rules for "pointing off" in multiplication and division of decimals arise.
9. If A's money is 25% less than B's, B's is what per cent more than A's? Analyze.
10. Formulate a problem to find cost which the following indicated operations will solve: $(\$5.00 \times .80) \div 1.25$.
11. Formulate a problem in finding discount and solve the same.
12. If \$180 pays for the work of 5 men for 24 days, how much will pay for the work of 17 men for 36 days?
13. What is the longest line that can be stretched in a room 16 ft. long, 12 ft. wide and 9 ft. high?
14. A man's house was assessed at $\frac{3}{4}$ the value, and insured at 9-10% on $\frac{7}{8}$ of the assessed value. The house burned and his total loss was \$3,356.70. What was the value of the house?
15. A man sells 5% stock for 86 and invests the money in 6% stock at 103, thereby changing his income \$1. Is the change an increase or a decrease? How much stock did he sell?

THIRD GRADE, BOTH CLASSES.

1. (a) Illustrate the applications of the principles of division in fractions.
   (b) Explain as to a class how you would subtract $12\frac{3}{4}$ apples from 30 apples.
2. Find the difference between 90890 and 37926 by the "additive method" of subtraction, and explain the process.

NOTE—Subtraction by addition. See course of study.

3. Show the application of least common multiple in two cases in arithmetic.
4. Henry gave Charles $\frac{1}{4}$ of his money, and Mary $\frac{1}{3}$ of the remainder. Mary then received \$20 from Charles, when she had \$50. How much had Henry at first?
5. At 75 cents per yard, what will it cost to carpet a room 19 ft. by 15 ft. with carpet $\frac{3}{4}$ yd. wide, the same figure recurring at intervals of 8 in., and the breadths running lengthwise?
6. A man having a quarter-section of land sold the following parcels: 5 A. 36 rd. 12 yd., 4 A. $12\frac{1}{2}$ sq. yd., $39\frac{1}{2}$ A., 16 A. 80 sq. rd. How much had he left?
7. Explain by any method the division of $\frac{3}{4}$ by $\frac{1}{2}$.

NOTE—Examiner should give no credit for a mere solution of the above.

8. Solve by cancellation the following problems:
   (a) If ⅞ of an acre of land costs $72, what will 5½ acres cost?
   (b) If three boys can dig 20 rods of ditch in ¾ days, in how many days can they dig 64 rods?
   (c) If $360 produce $5.40 interest in 3 months, in how many months will they produce $48.00?

MENTAL ARITHMETIC.

ALL GRADES.

NOTE—(1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the questions as possible in 15 *minutes*.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give *one credit* for each correct answer written, making 20 credits for this part of the examination.

		ANSWERS.
1.	How many times can 75 be subtracted from 900?	1
2.	Add 25, 37½, 62½, 75, 12½, 7½.	2
3.	How many 15's in 6 x 30 and 3 x 90?	3
4.	From 2000 take ½ of ⅔ of 4000.	4
5.	What will ⅞ of an acre of land cost if ½ an acre costs $15?	5
6.	Multiply 169 by 15.	6
7.	If $200 buys 25 sheep, what will 75 sheep cost?	7
8.	What added to 2398 will produce 3040?	8
9.	What is the sum of the largest three prime numbers below 30?	9
10.	What per cent is gained by buying gum at 25 cents per 100 sticks, and selling it at one cent a stick?	10
11.	What per cent is lost by buying at $15 and selling at $3?	11
12.	What is the interest on $300 for 60 days at 6%?	12
13.	In what time will $360 yield $\frac{1}{10}$ of itself interest at 5%?	13
14.	At what rate will $100 double itself in 12½ years?	14
15.	What per cent of a peck is ½ a quart?	15
16.	When the selling price of one-half an article pays the cost of the whole article, what is the gain per cent on the part sold?	16
17.	When A and B do as much work in one day as B can do in 3 days, what per cent of A's work is B's?	17
18.	A man asked $1.50 for a book, but sold it at a discount of 33⅓%, losing thereby 20%. What did the book cost him?	18
19.	What is the square root of 25 times 16 times 4?	19
20.	How many times 4 is the square of 36?	20

BOTANY.

FIRST GRADE.

1. Describe the process of germination, taking the bean for example. Name parts before and after germination.
2. (a) Name the methods of plant propagation.
   (b) Which is most important to the fruit grower?
3. Define stolon, offset, runner, rhizome, tuber, bulb, and give examples.
4. Define ecology, morphology, histology, physiology.
5. Describe in full the process of formation or development of seeds.
6. Name three kinds of plant tissue and describe each.
7. Explain the terms monoecious, dicœcious, polygamous.
8. Name and give examples of five flower clusters.
9. How much time should be given to the study of cryptogams? Why?
10. (a) In what parts of plants does assimilation take place?
    (b) What are the respiratory organs of plants?

SECOND GRADE.

1. Name five kinds of roots and give examples.
2. Explain the terms perfect, complete, symmetrical, as applied to flowers.
3. (a) Describe the process of propagating grape vines. (b) Name three varieties of apples.
4. Describe in general the structure of a woody stem.
5. Name all the spring and summer wild flowers which you can recognize.
6. Name all the different kinds of trees you can recognize.
7. Define a fruit, and name four forms.
8. Define pericarp, placenta, carpel.
9. What is the relation of rainfall to plant life?
10. Explain the terms soil, humus, fertilizer, capillary attraction.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

Second grade applicahts answer first ten; first grade the last ten.

1. (a) Discuss the departments of the United States government.
   (b) What is meant by "usurping the powers of Congress"? Give a specific case that might happen.
2. (a) Give the qualifications of members of Congress.
   (b) Why should there be a difference?
   (c) What are the present salaries?
   (d) Do any members receive more than others?
3. (a) Give a complete outline of the method of electing the President.
   (b) Give the law of "Presidential succession."
4. (a) Is it true that there is a tendency to select men for President who are not prominent? Give reason for your answer.
   (b) Mention three great men ambitious to be President of whom it may be said that they died disappointed men.
5. Discuss the sources of revenue of the United States.
6. What is a copyright? A patent? How long are they valid?
7. What are the military powers of Congress? Of the President?
8. Discuss railroad legislation in Michigan with reference to (a) its history, (b) taxation, (c) justice, (d) public sentiment.
9. Mention three important prohibitions of the Constitution of the United States; of Michigan.
10. Citizenship: explain what it is, (a) natural born, (b) naturalization, (c) children of citizens, born abroad, (d) children of foreigners, born in this country, (d) wife of a citizen, (e) wife of an alien.
11. What is the "elastic clause" of the Constitution? Illustrate how it may be made to mean much more than was intended by the framers.
12. Outline the post office system with reference to (a) its divisions, (b) its economy, (c) its employes, (d) its political influence.
13. Give five parallels between the National and the State Constitutions.
14. Outline the executive officers of the State, beginning with the highest.
15. Who constitute the following boards: State Board of Education; State Board of Auditors; county board of school examiners; county board of supervisors?

THIRD GRADE, BOTH CLASSES.

1. (a) What do you understand civil government to mean?
   (b) Why teach it in the public schools?
2. What preliminary work should be done before taking up the text-book?
3. State five constitutional provisions relative to powers of Congress.
4. (a) How are Congressmen elected?
   (b) What is the length of their term of office?
   (c) Why are they privileged from arrest and when?
5. Explain fully the steps by which a bill becomes a law in either congress or the legislature.
6. (a) Who ordered the Atlantic fleet to go to San Francisco?
   (b) By what authority?

7. What official has immediate control of (a) the postoffices, (b) the Indian reservations, (c) government finances, (d) foreign relations?
8. (a) How many amendments have been made to the United States Constitution?
   (b) Give the substance of two of them.
9. (a) How many members in each house of the State legislature?
   (b) How often is a new legislature elected?
   (c) What salaries do the members receive?
10. Discuss the recent constitutional convention.

COURSE OF STUDY.

ALL GRADES.

NOTE—A person failing to pass this subject should not receive a certificate.

1. (a) Discuss the advantages and disadvantages of a course of study.
   (b) How may the latter be minimized?
2. What in the first three grades is the attitude of the State Course of Study with reference to (a) language work, (b) numbers, (c) writing?
3. Outline the fifth grade.
4. Discuss the suggested "alternation?"
5. What topics are treated in the appendix?
6. Mention three subjects treated under "commercial geography."
7. What is suggested in ninth grade work?
8. Outline the nature study for the spring term.
9. Outline the "three division" program.
10. Mention some of the suggestions given in the history outline.

GENERAL HISTORY.

FIRST GRADE.

1. Name the branches of the Aryan family, the parts of Europe settled by each, and the probable reason for this choice.
2. (a) What causes led to the founding of early Greek colonies? Give parallel instances in modern history.
   (b) What was the period in Greek history known as the Macedonian Supremacy?
3. Give the main causes of the three Punic wars, and the results political and geographical.
4. What are considered the great contributions to civilization by the Greeks and Romans?
5. What was the Council of Whitby? What bearing did it have on later English history?
6. Name the several important steps in English constitutional freedom.
7. Give the causes and results of the Thirty Years' War. Was it a political or religious struggle? Give reasons for your answer.
8. Through what changes in government did France pass from 1789–1871?
9. Explain briefly the following terms: Huguenot, Triumvirate, Renaissance, Whig, Tory.
10. Sketch the present political situation in Portugal.

SECOND GRADE.

1. (a) Characterize the Phœnicians.
   (b) Why were they able to contribute so largely to early civilization?
2. Characterize the period in Athenian history known as the Periclean Age.
3. What territories were comprised in the term Roman Empire of the West, at the time of its fall in 476 A. D.?
4. With what great religious expeditions do we associate the names Richard the Lion-hearted, Saladin, Peter the Hermit? What period do they cover? What political, religious, social results?
5. What was the English Petition of Right? Outline the circumstances that led to its proposal.
6. Name the good and the bad results of the system known as feudalism.
7. Describe the system of caste in India.

8. What war was ended by the Treaty of Westphalia? What territorial changes were involved?
9. What struggle in America was blended with the Seven Years War in Europe?
10. What Cabinet changes have taken place in England within the past few weeks?

GEOGRAPHY.

FIRST AND SECOND GRADES.

Applicants for second grade answer first ten; for first grade, last ten.

1. What are the general divisions of the subject of geography? Define two.
2. Name and locate the plateaus and plains of Europe.
3. Name and describe the river systems of Asia.
4. Name the chief industries of Connecticut, Michigan, Montana, California, Texas.
5. What are the chief commercial exchanges between the United States and Mexico; Brazil and Germany?
6. Describe a trip by rail from your home to San Francisco, naming railroads, chief cities passed through, famous scenery on the way.
7. Name the chief islands off the coast of Asia.
8. Explain the differences between continental and oceanic islands.
9. Name and locate ten cities of South America and indicate their pronunciation.
10. What manufactured articles are shipped from this country to Russia, to France?
11. Name the important cities on the Mississippi river, on the Ohio, on the Great Lakes.
12. Account for the difference in climate between Labrador and British Columbia.
13. (a) What are isothermal lines?
    (b) Locate three arid regions and give cause in each case.
14. Define ocean currents, zone of calms, monsoons.
15. (a) Describe carefully the physiography of the territory east of the Mississippi river.
    (b) What is a geological survey of Michigan?

THIRD GRADE, CLASS B.

1. Describe the physiography of the Upper Peninsula.
2. Name and locate ten cities of Michigan.
3. What are the chief sources of wealth in Canada?
4. Describe somewhat in detail the great Northwest of Canada as to soil, climate, productions, class of settlers.
5. Locate the divides and drainage systems of Europe.
6. Name the countries of Europe with capitals of each.
7. Compare the natural resources of Germany with those of Canada.
8. Compare Canada's system of education with that of Michigan as to studies, discipline, qualifications of teachers.
9. Of what value to Michigan are the Great Lakes?
10. Describe briefly the form of government in Russia, Turkey, England, Spain.

CLASS A.

1. Describe an outdoor lesson on rivers.
2. How much map drawing should be done in fourth grade? How much modeling?
3. Outline a lesson on productions for fourth grade.
4. Give five uses of the globe in primary departments.
5. Explain what you mean by conversational lessons in geography.
6. Describe the physiography of the Lower Peninsula of Michigan.
7. Name and locate the rivers of Michigan.
8. Define longitude, meridian, prime meridian, tropics, great circle.
9. Why should maps not be used in primary work?
10. How many lessons per week should the third grade receive in geography? Why?

GEOMETRY.

FIRST GRADE.

1. If two lines are tangent at the extremities of the diameter, and from the points of contact secants are drawn terminated respectively by the opposite tangent, and intersecting the circumference at the same point, the diameter is a mean proportional between the tangents.

2. The square on the side of a regular inscribed pentagon is equivalent to the sum of the squares upon the radius of the circle and the side of the regular inscribed decagon.
3. The medians of a triangle trisect one another.
4. (a) How many facts are necessary to determine a triangle?
   (b) Give three specific illustrations.
5. The hypotenuse of a right triangle is 35 inches and the inscribed square is 12 inches on a side. Find the other sides of the triangle.
6. Discuss symmetry with reference to (a) points, (b) lines, (c) polygons.
7. Construct all the possible tangents to two unequal external circles.
8. On a given line to construct a dodecagon.
9. If the interior or exterior vertical angle of a triangle is bisected by a line which cuts the base, then the latter is divided internally or externally into segments proportional to the two adjacent sides.
10. One acre of land is in the form of a square, another is in the form of a regular hexagon. Which requires the most fencing to inclose it, and how much?

GRAMMAR.

FIRST AND SECOND GRADES.

Applicants for second grade answer first ten; for first grade, last ten.

1. Name the essential elements of a sentence, and state of what each *may* be composed.
2. What are verbs of incomplete predication? Name and explain the several constructions that follow such verbs.
3. Give the construction of italicized words in the following:
   (a) Maud was *a teacher*.
   (b) It was *I*.
   (c) I feel *bad*.
   (d) We caught *fish*.
   (e) His actions were *in bad taste*.
   (f) His duty is *to be good*.
4. Name the words or expressions that may be used as adjective modifiers. Give examples.
5. Name the possible adverbial modifiers. Give examples.
6. Analyze—Teach us to know the truth, such truth as makes us free.
7. Parse *us*, *such*, *free*, *to know*, in foregoing sentence.
8. Why are personal pronouns so called? Name them, and decline any one selected by yourself.
9. State the various uses of the word "it" and illustrate.
10. Give a list of factitive verbs and explain the constructions which may follow them.
11. How many forms has the participle? Give examples and explain each.
12. Explain the relative uses of "shall" and "will."
13. Define periodic and loose sentences and give examples.
14. State the value, also the danger, in a study of false syntax.
15. Give the several uses of noun classes and illustrate each.

THIRD GRADE, CLASS B.

1. Name the kinds of pronouns. What classes of pronouns are declined?
2. Name the interrogative and relative pronouns and explain the difference between them.
3. Name the classes of adjectives. Define each.
4. Compare large, cheerful, round, bad, far.
5. Define verb, infinitive, participle, conjugation, voice.
6. Conjugate the verb *sing* in the subjunctive and imperative modes.
7. Write sentences containing:
   (a) the dative case,
   (b) an objective complement,
   (c) a conjunctive adverb,
   (d) a relative clause,
   (e) an infinitive used with its subject,
   (f) a gerund.
8. Analyze—Do what we would, he was bound to go.
9. Define syntax, mode, tense, parsing.
10. Name three good text books on grammar.

CLASS A.

1. The child comes to school with a fund of slang and ungrammatical expressions. How will you correct this condition and retain his confidence and spontaneity of speech?
2. Show how language and number work correlate.
3. Which is more important, fluency or accuracy? Why?
4. State the points of technical grammar which should be learned before leaving fourth grade work.
5. Give your method of teaching capitalization and punctuation.
6. Write out your plan of teaching written language work.

ORTHOGRAPHY.

ALL GRADES.

Applicants for second grade answer first five questions; first grade, last five; third grade, any five.

1. (a) Define orthography, orthoepy and phonology.
   (b) Give three examples of root word; prefix; suffix.
2. Write all the diacritical markings of *a*. Give examples of each in a word.
3. Define and give example of diphthong, mute, labial, liquid, and sub-vocal.
4. Mark the following to indicate correct pronunciation: allies, vaudeville, menu, hymeneal, vehicle, chasten, illustrate, larynx, meningitis, gladiolus, chastisement.
5. (a) Write five words and their synonyms.
   (b) Write five words and their homonyms.
6. Give the rule for pluralizing each of the following words: baby, week, life, child.
7. Give the rule for dropping final *e*, also the rule for doubling the final consonant.
8. Discuss methods to overcome poor spelling.

LIST OF WORDS.

ALL GRADES.

1. physician
2. synopsis
3. secretaries
4. gauge
5. supersede
6. receipt
7. rhythm
8. kerosene
9. believe
10. separate
11. catarrh
12. pedagogue
13. Wednesday
14. erysipelas
15. isthmus
16. Roosevelt
17. neuralgia
18. changeable
19. hiccough
20. icicle
21. hemorrhage
22. parliament
23. license
24. Mediterranean
25. picnicking
26. sieve
27. until
28. mnemonics
29. secession
30. pneumatic
31. thistles
32. judging
33. privilege
34. laboratory
35. antique
36. necessity
37. enthusiastic
38. diphtheria
39. miscellaneous
40. Fahrenheit
41. schedule
42. Niagara
43. scheme
44. genuine
45. yacht
46. especially
47. business
48. Gratiot
49. accommodation
50. restaurant

PHYSICS.

FIRST GRADE.

1. (a) Give laws for accelerated motion.
   (b) Give laws of motion.
2. Explain elements and measurement of forces, also gravity unit and absolute unit.
3. Define dyne and poundal, and make and solve a problem using these terms.
4. Give Pascal's law, and name the practical applications of his idea.
5. Give uses of the barometer, and explain Boyle's law.
6. Define heat, temperature, thermal unit, latent heat, specific heat.
7. Explain the construction of a refracting telescope, locating and describing the lenses used.
8. Explain the following: why the rainbow is circular; why glass is used for sides and cover of a greenhouse; under what circumstances a spectrum will be (a) continuous, (b) bright line, (c) dark line.
9. Explain how direction of electric current can be determined, also meaning of electric potential.
10. Describe the armature, the commutator, and the field magnet of a simple dynamo.

SECOND GRADE.

1. Define and illustrate cohesion, adhesion, surface tension.
2. Name the three conditions of matter and explain the conditions which produce each.
3. Draw figure and show the resultant of two forces of 40 and 60 acting at same time upon same body.
4. What is the scientific principle of a cream separator?
5. Name the simple machines. Make and solve a problem for one of them.
6. Explain the operation of a siphon.
7. Define heat, explain radiation, convection, conduction and diffusion of heat.
8. (a) Draw figure and explain the law of refraction of light.
   (b) Draw figure and show action of a double convex lens on light.
9. Give the theory of the electrification of bodies. What is electrical potential?
10. (a) Show the operation of a simple galvanic cell.
    (b) What is meant by magneto electricity?

PHYSIOLOGY.

FIRST AND SECOND GRADES.

Applicants for second grade answer first ten questions; for first grade, last ten.

1. (a) Define anatomy, physiology, hygiene.
   (b) Describe a cell.
2. (a) Name the organs of respiration and of the voice.
   (b) Describe the vocal chords.
3. Describe the skin. Why is cleanliness so essential to health?
4. What are involuntary muscles? Tell their use.
5. (a) What is reflex action?
   (b) What is its relation to the various organs of the body?
6. Describe the formation of the ear. Give several causes of deafness?
7. Describe the various stages in the effect of alcohol on the brain.
8. Give the theory of sight, or how we see things. What is color blindness?

9–10. Describe the circulation of the blood in the body, showing clearly the functions of veins and arteries. Draw figure.

11. (a) What is meant by assimilation of food?
    (b) By what means are the essential elements of food assimilated?
12. What are the functions of the different parts of the brain?
13. What are the different kinds of nerves? What are motor impulses?
14. Explain the necessity of good ventilation in a room.
15. What medical material should the teacher have at hand for use in emergencies?

THIRD GRADE, BOTH CLASSES.

1. (a) Classify the bones of the body.
   (b) Describe the wrist and name the bones of the hand.
2. (a) Of what substances are the cells of the body composed?
   (b) What are the functions of each substance?

3. Describe a mucous membrane. How does it differ from a serous membrane?
4. Give some of the causes of indigestion. Rules for correction.
5. Show how meat is valuable as a food, and how deficient.
6. Describe the action of the heart.
7. (a) Why are hair and nails called modifications of the skin?
   (b) Describe the papillae.
8. Describe the effects of pressure on a nerve; of cutting a nerve; of disease of a nerve.
9. (a) Define cerebellum, cerebrum, medulla.
   (b) How are the actions of the mind divided?
10. Give the main properties and effects of alcohol.

READING.

ALL GRADES.

Answer any ten, including Nos. 1 and 10.

1. Give a sketch of the life of John Burroughs. By whom and how was he influenced?
2. Describe the nest building of the oriole, bobolink, song sparrow and red-eyed vireo.
3. Name eight enemies of our song birds. What means have the birds of protecting themselves.
4. Give an incident to prove the home instinct of birds. Do you believe snakes can charm birds? Discuss briefly. What bird builds "openly and unsuspiciously"?
5. (a) From what vegetation does the bee get honey in early spring, in summer, in early autumn?
   (b) What does Mr. Burroughs say in regard to the bee as the epitome of the white man?
6. (a) Describe method of locating a honey bee's store in the woods.
   (b) Which honey is said to be medicinal? Which to cause nausea? Which countries produce best honey?
7. (a) How may a camper make use of birch bark?
   (b) What literary men does Mr. Burroughs cite as sharing his opinion of the apple?
8. (a) Tell of behavior of jays in spring, and as season advances. (b) What harm may woodpeckers do? What is meant by drumming?
9. Describe Uncle Nathan's experience with the bear and her cubs.
10. What can you say of the sagacity of the muskrat? Squirrel? Give examples.
11. What have you gained from the reading of Birds and Bees, Sharp Eyes and other Papers?
12. (a) What powers of the child's mind are especially developed through the reading lesson?
    (b) State your method of conducting a reading class in the fourth grade.

SCHOOL LAW.

ALL GRADES.

Answer any five.

1. Give the legal procedure in the hiring and contracting with a teacher.
2. What powers have the officers of a township unit district not possessed by those of a primary district?
3. Give the substance of court decisions regarding the closing of school for contagious diseases, holidays, institutes.
4. (a) For what purpose is the institute fee collected? (b) Who controls the expenditure of institute funds?
5. What subjects does the law require shall be taught in public schools?
6. Give the substance of the laws regarding school libraries.
7. From what source chiefly does the teacher get his authority to discipline and control his school?
8. Give all the sources of school moneys.

THEORY AND ART.

All Grades. June 18, 1908.

Applicants for second and third grades, answer first ten; first grade, last ten.

1. Explain and illustrate your method of teaching the idea of fractions.
2. How do you assign a lesson in reading to the second grade? To the fifth grade?
3. "Concert recitations of lessons must not be permitted." Explain why.
4. What results do you expect to secure in teaching (a) writing, (b) language, (c) geography?
5. Give three laws of mind which a teacher must recognize in conducting a class.
6. "The mind develops through its self activity." Explain.
7. (a) Why should pupils memorize certain rules and definitions? (b) Name five that you think should be memorized.
8. Define memory, imagination, judgment.
9. Give some plans for seat work in first four grades.
10. Why should the teacher very largely direct the sports and games of the children?
11. Define psychology, pedagogy, education.
12. Explain deductive and inductive reasoning.
13. "An important part of a teacher's work is to supply motives." Explain and show the relation of incentives to motives.
14. Give and illustrate the law of interest as applied to attention.
15. Give three educational maxims and show application of each.

U. S. HISTORY.

FIRST AND SECOND GRADES.

Applicants for second grade answer first ten; first grade, last ten.

1. State the conditions in Europe leading to the discovery and colonization of America.
2. Mention three problems solved during the "Critical Period" of our history and their after effects upon the nation.
3. (a) Give a brief account of the Stamp Act, with its results.
   (b) What and where is Mason and Dixon's line?
4. Compare the careers and military abilities of Wm. T. Sherman and Robert E. Lee.
5. Trace the journey of Lewis and Clark. Of what importance was it?
6. Enumerate the claims of the French and of the English to the Northwest Territory.
7. Discuss any two: Dred Scott decision; ordinance of 1787; embargo act; compromise of 1850.
8. Locate and describe the French and Spanish colonies in America.
9. Enumerate ten pivotal dates of American history.
10. Mention three national events of the past year which you consider the most important. Give reasons for your answer.
11. (a) Give the results of the Mexican War.
    (b) State the Monroe Doctrine.
12. State four problems of the reconstruction period and the final disposition of each.
13. Sketch the history of the National Bank System.
14. Sketch briefly the industrial and educational development of our country.
15. (a) Name the original political parties in the U. S. and state the fundamental doctrines of each.
    (b) Name three great events or crises which resulted from the political differences of Hamilton and Jefferson.

THIRD GRADE, BOTH CLASSES.

1. Which were the three most important colonial wars? Why?
2. What were the three forms of government in the colonies at the close of the French War? Enumerate and classify the colonies according to the form of government.
3. Give a summary of the events leading to the Battle of Yorktown. Compare the conditions of the two armies.
4. Mention three important problems solved during the "Critical Period."
5. Describe the plan of government for which the Constitution provides.
6. Show how the discussion of the bank question brought out the basic principles of the two political parties.

7. Give a biographical sketch of U. S. Grant.
8. Describe the destruction of the Spanish fleet at Manila. Show its relation to U. S. history.
9. (a) State facts concerning the settlement at Detroit.
   (b) Make a statement concerning Fort Pontchartrain, Cadillac, Pontiac, Fort St. Joseph, Michilimackinac.
10. Describe the cruise of our battleship fleet, giving starting point, course, and commanding officer.

II. Questions prepared by the Superintendent of Public Instruction for the regular examination, August 13, 1908.

ALGEBRA.

FIRST GRADE.

1. Find the L. C. M. x^3-1, $2x^3+2x^2-5x+1$, x^3-3x+2.
2. Simplify $\dfrac{\dfrac{6a}{x+y}-\dfrac{4}{x+y}}{\dfrac{1}{(x+y)^2}}$
3. Discuss rationalization.
4. Extract the square root of $14-6\sqrt{5}$.
5. Reduce $\dfrac{\sqrt{x+2a}-\sqrt{x-2a}}{\sqrt{x-2a}+\sqrt{x+2a}}=\dfrac{x}{2a}$.
6. Two pipes running can together fill a cistern in 2 2-5 hours. The larger pipe can fill the cistern in 2 hours less time than the smaller. How many hours for each pipe to fill the cistern?
7. Find the values of x and y in the following:
$$\begin{cases} x^4-y^4=369. \\ x^2-y^2=9. \end{cases}$$
8. Form an equation whose roots are $3+\sqrt{2}$ and $3-\sqrt{2}$.
9. (a) How far will a stone fall in open space in 5 seconds?
   (b) Three spheres of lead whose diameters are respectively 6, 8 and 10 inches are melted and made into one sphere. What is its diameter?

NOTE:—Indicate the complete operation without reducing to find the result.

10. Prove by mathematical induction that $1^2+3^2+5^2+\cdots$ to n terms $=\frac{n}{3}(2n-1)(2n+1)$.

SECOND GRADE.

1. Factor the following: $x^2-25+100$, $(a+b)^2-1$, $3x^2+2x-1$.
2. Find the L. C. M. of a^4-a^2+1, a^6+1, a^4+a^2+1, and a^2-1.
3. Reduce $\left\{\frac{x}{y}+\frac{y}{x}\right\}\left\{\frac{x}{y}-\frac{y}{x}\right\}$.
4. The sum of a number, its one-half, its one-third, its one-fourth, and 16 is 66. What is the number?
5. The tens' digit of a number expressed by two digits is ½ the units' digit. If the number increased by 27 is divided by the sum of its digits, the quotient is 6¼. What is the number?
6. (a) The sum of two numbers is s, and their difference is d. What are the numbers?
   (b) Substitute numerical values for s and d, and verify your answer to (a).
7. A and B can do a piece of work in 10 days, A and C in 8 days, B and C in 12 days. How long will it take A to do it alone?
8. $x^2-a=1+ax$. Find value of x.

9. The sum of two numbers is 16 and the difference of their squares is 128. What are the numbers?
10. Divide 20 into two parts whose product is 96.

ARITHMETIC.

FIRST AND SECOND GRADES.

NOTE:—Algebraic solutions of problems should not be accepted. Second grade applicants answer first ten; first grade applicants, last ten.

1. A man sold two farms at the same price, gaining 25% on one and losing 10% on the other. The gain on the entire transaction was $200. What did each farm cost him?
2. A fast train running 40 miles an hour is 15 miles behind a train running 25 miles an hour. How many miles must the former run to overtake the latter?
3. A owns $\frac{2}{3}$ the capital stock of a company and B the remainder. They gain $400. What is each man's share of the gain?
4. A's age is to B's as $\frac{3}{4}$ to 4 and the sum of their ages equals their father's age. What is the ratio of A's age to the father's age?
5. A man buys milk at 4 cents a quart. He dilutes it with water and sells at the same price, gaining 25%. What proportion of the mixture is water?
6. A man buys an article listed at $1.25 at 10% and 11 1-9% off. At what per cent advance on cost must he sell it that he may receive $1.50 for it?
7. A merchant buys 20 lbs. of butter at 18 cents a pound; 24 dozen eggs at 15 cents a dozen; 36 lbs. of poultry at 8 cents a pound, giving in exchange 16 yds. of dress goods, at 36 cents a yard, and the balance in fruit jars at 6 cents each. Indicate by symbols the complete operations necessary to solve the above to find the number of fruit jars.

NOTE:—Examiners mark on the symbolic solution only.

8. Prove that the ordinary interest for any time less than one year is $\frac{73}{74}$ of the exact interest.
9. Find the difference between the common interest on $360 for 1 yr. 7 mo., 15 da. at 6% and the compound interest for the same time compounded quarterly.
10. What is the side of the largest square board that can be cut from a circle whose area is 4 sq. ft.?
11. Discuss circulating decimals.
12. Three men, A, B, and C, can walk around an island in $\frac{1}{4}$, $\frac{7}{24}$, and $\frac{5}{24}$ days respectively. If they start together when will they be together again?
13. Goods marked to gain 20% were changed for eggs, 3 out of every dozen proving to be bad. What was the true gain or loss per cent on the goods?
14. I sold a farm of 160 acres at $75 per acre, which annually yielded a net income of $6 an acre, and invested the proceeds in 8% stock at 80 including brokerage. What was the change in my income?
15. The specific gravity of milk is ordinarily 1.032. If a sample of milk shows a specific gravity of 1.0256 what per cent of water has been added?

THIRD GRADE, BOTH CLASSES.

NOTE:—Give complete analysis of the first three questions.

1. What per cent of $\frac{2}{3}$ is $\frac{3}{4}$?
2. How much oil must be mixed with a gallon of paint containing 2½% of oil so that 25% of the mixture will be oil?
3. A jobber gains 20% at retail and his wholesale price is 10% below his retail price. What is his gain at wholesale?
4. A man consigned to a commission merchant 50 tons of hay at $13 a ton. Storage was $1 a ton and the commission 3%. Find the commission and the net proceeds of the sale.
5. Draw a note dated June 1, 1907, for $400 at the legal rate in Michigan upon which payments are indorsed on December 1, 1907, and April 1, 1908, and compute the amount due July 1, 1908.

NOTE:—Five credits for correct form of note with endorsements.

6. (a) Draw a receipt for money.
   (b) Draw a due bill for 3 months' tuition at 75 cents per month.
7. Find the size of a cube the surface of whose faces is 3 3-8 sq. yd.
8. The expense of building a schoolhouse was $9,166.50, which was paid by a tax on property at 2¼ mills on the dollar, with a commission of 3% charged for collecting. What was the assessed property taxed?
9. What is the radius of a wheel that makes 420 revolutions in traveling a mile?
10. How much land in a square field one mile square containing a circular lake 80 rods across?

MENTAL ARITHMETIC.

NOTE—(1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right hand margin* write as many answers to the questions as possible in 20 *minutes*.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give *one credit* for each correct answer written, making 20 credits for this part of the examination.

ALL GRADES.

		ANSWERS.
1.	Multiply ½ by ¾.	1.
2.	Divide ½ by ¾.	2.
3.	Find the cost of 25 horses at $150 each.	3.
4.	How many cows at $40 each can be bought for $800?	4.
5.	What will an acre of land cost if the N. E. ¼ of N E. ¼ of a section costs $1,200?	5.
6.	Profit is $2, selling price $10. What is the gain per cent?	6.
7.	Selling price is $6, cost is $4. What is the gain per cent?	7.
8.	Interest is $12, time 1 year, 6 mos., rate 4%. What is the principal?	8.
9.	Amount is $1,300, rate 6%, principal $1,000. What is the time?	9.
10.	What will $250 yds. of cloth cost, at $2.50?	10.
11.	What will 42 spoons cost, if 2 dozen cost $3?	11.
12.	How many yards of calico can be bought with $4.50 at 16⅔ cents a yard?	12.
13.	If a bu. of cherries cost $2.25, what is gained by selling 10 bu. at 10 cents a quart?	13.
14.	If it costs $8 to harvest 7½ acres of wheat what will it cost to harvest 75 acres?	14.
15.	What per cent of 4 bushels is ¼ of 1 bushel?	15.
16.	If ¼ of an article is sold for what ½ of it cost, what is the gain per cent on the part sold?	16.
17.	$\sqrt{25 \times 100} = ?$	17.
18.	¾ of 12 is ½ of what?	18.
19.	What number increased by its ½ becomes 24?	19.
20.	In what time will any principal gain 100 per cent at simple interest?	20.

BOTANY.

FIRST GRADE.

1. Describe the process of photosynthesis or carbon assimilation fully.
2. State four differences between dicotoyledons and monocotyledons.
3. Trace the life history of a moss plant explaining alternation of generations.
4. Define pollination. Name and describe the devices by which flowers prevent self pollination.
5. Describe the structure of a green leaf.
6. What are the functions of roots? Where does a root grow?
7. Outline a laboratory study of buds. Define the different kinds of buds.

8. Give the characters of two families of dicotyledons and one of monocotyledons.
9. Describe the structure of an open collateral bundle. Where found?
10. How are insect and wind pollinated flowers distinguished?

SECOND GRADE.

Answer any ten.

1. Name and give examples of all structure which help in seed dispersal.
2. Describe 3 kinds of underground stems. Examples of each.
3. Describe the different devices by which stems climb. Examples.
4. Name and give the use of parts of a complete flower.
5. Define seed, endosperm, fruit, bud, inflorescence.
6. Describe fully the functions of soil roots.
7. Name and give use of parts of a typical leaf.
8. What is a weed? Name ten common weeds of your neighborhood. Why are they common?
9. Name the organs of a plant.
10. Describe a bean seed.
11. What conditions are necessary for growth of seeds?
12. How are leaves veined? Illustrate by diagrams.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

Second grade applicants answer the first ten; first grade applicants, the last ten.

1. (a) When was the United States Constitution adopted?
   (b) The Michigan State Constitution?
2. Give three parallels between them.
3. How are treaties made?
4. Give complete explanation of the steps in the naturalization of an alien.
5. Mention five important powers of Congress. Why important?
6. Amendments to the United States Constitution:
   (a) How are they made?
   (b) How many have been made?
   (c) Give substance of the last one.
7. What is the political significance of "To the victors belong the spoils?"
8. Compare the United States Supreme Court and the Michigan State Supreme Court.
9. (a) Explain civil service.
   (b) What brought it about?
   (c) Are there any valid objections to its being made applicable to all officials?
10. Give the origin of the town and township.
11. What were some of the defects of the colonial government?
12. (a) What is the "electoral college"?
    (b) How is it constituted?
13. What are the advantages and the disadvantages of political parties?
14. Should or should not the money used in political campaigns be a matter of public knowledge? Why?
15. Discuss the "one term only" question of office.

THIRD GRADE, BOTH CLASSES

1. Mention the departments of government.
2. (a) When does Congress next convene?
   (b) When will the session end?
3. What is the right of "eminent domain"?
4. What officials constitute the cabinet?
5. How does a territory become a state?
6. Give the method of the passage of a bill in Congress.
7. What is the doctrine of "states rights"?
8. (a) When will the Michigan legislature convene?
   (b) How many members has it?
   (c) How are the presiding officers designated?

9. Who constitute the township board?
10. Mention some things that must be voted upon,
    (a) at "town meeting."
    (b) at school meeting.

COURSE OF STUDY.

ALL GRADES.

1. What advantages and what disadvantages in using the Course of Study in a rural school?
2. (a) In what grades is it most valuable? Why?
   (b) To what class of teachers is it most helpful?
3. Give outline of the first grade.
4. What poems in the Course of Study are in your estimation most valuable?
5-6. In what grades are the various text-books introduced?
7-8. What is suggested in nature study in the first four grades?
9. What is advised with reference to penmanship?
10. What points are suggested with reference to problems in lower grades?

GENERAL HISTORY.

FIRST GRADE.

1-2. Contribution of the following nations to later civilization: Egyptians, Hebrews, Phoenicians, Romans.
3. What two kings gave Persia the leading place among the Iranian Aryans? Under which one was European ground invaded?
4. Using Greece as an example, show how physical and geographical conditions determine the character of the civilization in different sections of a country.
5. Connect the following terms with the struggle for freedom by the Roman plebeians: Tribunes of the people, Decemvirs and Laws of the Twelve Tables, Consuls.
6-7. (a) What are the two periods into which modern history may be subdivided?
   (b) What events mark the beginning and end of each?
8. Explain how the struggle between Charles V. and Francis I. helped the cause of the Reformation in Europe.
9. Mention the three most important events in the growth of English constitutional freedom.
10. What would be the bearing upon the future political history of Europe of the proposed new alliance between England, France, and Russia?

SECOND GRADE.

1-2. Into what periods is history usually divided? How may these be subdivided?
3. Why is the Battle of Marathon called one of the decisive battles of the world?
4. What, in general, were the causes and results of the three Punic wars? What dramatic incident in connection with one of them can you relate?
5. What were the good and evil effects of feudalism?
6. What effect did the Crusades have upon the intellectual development of Europe?
7. What was the conflict in which Joan of Arc was the central figure? What did she do for France?
8. What war decided Prussia's supremacy over Austria in Germany? Name one great statesman and one general who were chiefly instrumental in securing this victory.
9. What is England's colonial policy toward Ireland, India, Canada?
10. Who is United States ambassador to Germany?

GEOGRAPHY.

FIRST GRADE.

1. Explain one method of finding latitude.
2. What and where is the international date line? How came it to be there? Why is its present location a good place to keep it?
3. Explain fully why summer is warmer than winter.
4. Locate the following physical divisions of the United States, giving at least one leading characteristic of each:
   (1) New England plateau, (2) Alleghany plateau, (3) Colorado plateau, (4) Appalachian Mountains.
5. Describe and explain the rainfall of the Pacific coast of the United States as to (1) amount, (2) season of greatest precipitation.
6. Name and locate the chief coal fields of the United States.
7. What was the purpose of the three days conference of governors called by President Roosevelt at the White House on May 13?
8. What economic and industrial conditions in the United States are demanding the improvement of our inland waterways?
9. What geographic conditions make Chicago a larger city than Milwaukee or Michigan City?
10. Explain why equatorial Africa should have heavy rainfall while the Sahara and much of South Africa are so arid.

SECOND AND THIRD GRADES.

Answer any ten.

1. (a) Name and give width and boundaries of the various zones.
   (b) What determines the position of the tropics of Cancer and Capricorn and the polar circles?
2. How would you teach seasons and causes of change of seasons to pupils who are beginning the study of geography?
3. What is the length of the day and the night at the equator, Arctic Circle and north pole on the equinoxes at the summer solstice?
4. What difficulties must be overcome before the Mississippi, Ohio, and Missouri rivers can become great commercial highways?
5. What are the advantages and disadvantages of water transportation as compared with railroads or land transportation?
6. What national resources is there a necessity for conserving? Why?
7. Show by concrete cases how the rainfall of the United States influences the occupations of its people?
8. What geographical conditions favored the growth and development of (1) Buffalo, (2) Pittsburg, (3) New York, (4) Duluth, (5) Cleveland.
9. Name the chief articles of commerce carried by vessels moving eastward on the Great Lakes. Westward.
10. Show how rainfall influences the distribution of life in Africa.
11. (a) Locate the copper mines of the United States.
    (b) Locate the great diamond mines of the world.
12. Name five countries and state how they are governed.

GEOMETRY.

FIRST GRADE.

NOTE:—All theorems must be demonstrated, all constructions of problems explained, and all figures carefully drawn.

1. The diagonals of a trapezoid divide each other into segments which are proportional.
2. The difference of the squares on two sides of any triangle is equal to the difference of the squares on the projections of those sides on the third side.
3. If through a point in the circumference of a circle two chords are drawn, the chords and the segments cut from them by a line parallel to the tangent are reciprocally proportional.

4. (a) Two triangles having an angle of the one equal to an angle of the other are to each other as the products of the sides including the equal angles.
   (b) To trisect a right angle.
   (c) Through a point to draw a line parallel to a given line.
5. The bisectors of the angles contained by the opposite sides (produced) of an inscribed quadrilateral intersect at right angles.
6. Two tangents make with each other an angle of 60°. What are the lengths of the arcs into which their points of contact divide the circumference, the radius of the circle being 7 inches?
7. If the opposite sides of a parallelogram are equal, the opposite angles are equal.
8. Construct a square whose diagonal shall exceed its side by a given line.

NOTE:—Line construction.

9. Divide a line into extreme and mean ratio.
10. What is the locus of the mid-points of equal chords of a circle?

GRAMMAR.

FIRST AND SECOND GRADE.

Applicants for second grade answer first ten; for first grade, last ten.

1. What results do you consider most important in teaching grammar?
2. Of what practical use are the following:
   (a) syntax, (b) punctuation, (c) analysis?
3. Give three rules for forming the plural, two for forming the possessive, and illustrate each with examples.
4. Give the various common uses of the comma, illustrating each.
5. Discuss grammatical modes.

6-7. Give outline of the verb.

8. Illustrate comparison, giving examples of various cases, and uses of different degrees.
9. Discuss the constructions: mine, ours, theirs, that, friend of mine.
10. Analyze the following sentences and parse the italicized words:
    I was *refused* this *favor*. He walked a *mile*. It is healthy *to walk*. It was at you that I *laughed*. I saw *my* friend's horse *thrown* across the track and terribly *bruised*.
11. (a) Give outline of the infinitive.
    (b) How do you discriminate between the infinitive and the participle?
12. Give illustrations of uses of lie, lay, lain, lajd; see, saw, seen; do, did, done; explaining the same as to a class.
13. *Who* would not give a trifle *to prevent what* he would give a thousand worlds to cure? Analyze and parse italicized words.
14. Use the following words as different parts of speech, classifying each: only, since, than, very, where, yet.
15. Discuss: (a) idioms, (b) verb phrases, (c) conjunctive words.

THIRD GRADE, BOTH CLASSES.

1. (a) In what grade would you teach the parts of speech?
   (b) Which would you teach first, syntax or etymology? Why?
2. Distinguish between adjectives and adverbs.
3. Write the plurals of the following: canto, solo, potato, beef, fox, Mr. Brown, Miss Smith, man-servant, knight-templar, Norman.
4. Form possessive singular and plural of the following: deer, fairy, monkey, prince, father-in-law, my sister, Mary Jones.
5. Discuss various uses of the objective case illustrating by examples.
6. Give exact definitions of the following: personal pronoun, relative pronoun, verb, preposition, adverb.
7. Show the infinitive having various uses and explain each.

8-9. Analyze the following:
"Now came *still* evening *on*, and Twilight gray
Had in her sober livery *all* things *clad;*
Silence accompanied, for beast and bird,
They to their grassy couch, *these* to their nests,
Were slunk, all but the wakeful nightingale."
10. Parse the italicized words in the above.

ORTHOGRAPHY.

ALL GRADES.

1. (a) Name the organic division of the consonants. Give examples.
(b) Define and give examples of a primitive and a derivative word.
2. Give four rules for pluralizing with example of each.
3. (a) Mention four uses of silent letters.
(b) Give examples.
4. (a) Mark the following to indicate correct pronunciation: docile, chagrin, alternate, clique, epitome, carbine.
(b) Write synonyms for empty, apology, discover, allure, applaud, firmness.
5. (a) What may be learned about a word by consulting Webster's International Dictionary?
(b) Discuss methods to secure good articulation.

LIST OF WORDS.

ALL GRADES.

1. proceeding
2. Des Moines
3. receivable
4. cargoes
5. pseudonym
6. principle
7. grammar
8. embarrass
9. apparatus
10. laboratory
11. illegible
12. compel
13. diphthong
14. hymeneal
15. Gogebic
16. carat
17. inseparable
18. fulfill
19. inexhaustible
20. eightieth
21. Mediterranean
22. irreparable
23. missionary
24. foreign
25. Antarctic
26. changeable
27. parliament
28. coincide
29. necessary
30. singeing
31. subtleness
32. leisure
33. succeed
34. parallel
35. prairie
36. exaggerate
37. approximate
38. Seine
39. Ypsilanti
40. grievous
41. analysis
42. perceivable
43. poignant
44. Chesapeake
45. scythe
46. omitted
47. racial
48. spherical
49. autumn
50. condemn

PHYSICS.

FIRST GRADE.

1. (a) Explain how to make an electromagnet.
(b) On what does the strength of an electromagnet depend?
2. Give three laws of resistance.

3. (a) Explain how to arrange batteries in parallel.
   (b) Explain how to arrange batteries in series.
   (c) Give the advantage of each method.
4. State the difference between magneto and dynamo.
5. The focal distance of a convex lens is 30 cm. Find the conjugate focus for a point 15 cm. from the lens.
6. A gram of steam at 100° centigrade is condensed in 10 grams of water at 0°. Find the resulting temperature.
7. At 200° centigrade what will be the volume of a gas that measures 10 cu. ft. at 20° centigrade.
8. Explain the action of the siphon.
9. Give the laws of falling bodies.
10. Discuss composition of forces.

SECOND GRADE.

1. Define—solid, fluid, liquid, solution, and give an example of each.
2. A train moves 30 miles per hour. Express its velocity per second in feet.
3. A body passed over 787.92 feet during its fall. What was the time required?
4. Name the six simple machines and give their mechanical advantage.
5. What is resonance?
6. Give five laws of evaporation.
7. Explain how to find the resistance of a wire.
8. Of what use is a shunt circuit?
9. What is color and what are complementary colors?
10. Explain the operation of the telephone.

PHYSIOLOGY.

FIRST AND SECOND GRADES.

1. (a) What is the ordinary temperature of the body?
   (b) Explain how heat is distributed in the body.
2. (a) Discuss composition of the air.
   (b) Explain how the pitch of the voice is changed.
3. Define—osmosis, oxidation, astigmatism, plasma, toxin.
4. What is the difference in structure between the walls of arteries and the walls of veins?
5. Discuss fully the difference between motor and sensory nerves and give an example of each.
6. Name four digestive fluids, state where each is found, and the use of each.
7. Compare the liver and pancreas as to size, location, structure, use, secretions.
8. Locate—marrow, mitral valve, sacrum, cornea, matrix, dentine, blind spot, duodenum, solar plexus, colon.
9. Explain the difference in action of ptomaines, toxins, alkaloids.
10. Discuss thoroughly the lymphatic system.

THIRD GRADE, BOTH CLASSES.

1. Define—anatomy, physiology, hygiene, histology, tissue.
2. Describe three different kinds of joints.
3. Discuss the wastes of the body.
4. Give the functions of the skin.
5. Name the divisions of the alimentary canal.
6. Give the functions of the medulla oblongata.
7. Describe the pleura.
8. (a) Where are the coronary arteries?
   (b) What is the pulmonary circulation?
9. What is the difference between chyme and chyle?
10. Discuss thoroughly the lymphatic system.

READING.

ALL GRADES.

Applicants for second and third grade answer first ten; for first grade, last ten.

1. (a) What kind of a poem is "Comus"?
   (b) Explain.
2. What purpose does the prologue fulfill?
3. What means does the writer employ to emphasize his thought?
4. (a) Interpret the following quotation:

"Sweet Echo, sweetest nymph, that liv'st unseen
Within thy airy shell
By slow Meander's margent green,
And in the violet-embroidered vale
Where the love-lorn nightingale
That likest thy Narcissus are?
Canst thou not tell me of a gentle pair
Nightly to thee her sad song mourneth well?
Oh, if thou have
Hid them in some flowery cave,
Tell me but where,
Sweet Queen of Parley, Daughter of the sphere!
So mayst thou be translated to the skies,
And give resounding grace to all Heaven's harmonies!"

   (b) What is the myth concerning *Echo*?
   (c) What does *Meander* mean and to what does it refer?
5. Give your favorite quotation from this selection.
6. Give a biographical sketch of the author. Mention three of his other writings.
7. Relate briefly the story of Comus.
8. Give the incidents connected with its writing.
9. Mention two allusions which help to give us a better idea of what Milton intended Comus to represent.
10. Write a character sketch of the *Lady*, the *Attendant Spirit*.
11. Discuss the style, language and meter of the poem.
12. (a) Define: personification, apostrophe, and simile.
    (b) Give an example of any one used in this selection.
    (c) Why is Comus an allegory?
13. (a) Quote from this selection to show the author's power of description.
    (b) Also his vigor of sentiment employed in the praise and defense of virtue.
14. (a) What victory does this Mask celebrate?
    (b) What is it that makes the underlying thought so beautiful and forceful?
    (c) In what ways has the study of this selection helped you?
15. Outline a reading lesson to be presented to an eighth grade.

SCHOOL LAW.

ALL GRADES.

1. From what sources is the primary school money derived?
2. Who may legally vote at the annual school meeting?
3. (a) What officers constitute the board of education in a rural district?
   (b) When are they elected?
   (c) What is their term of office?
4. How may a district library be established and maintained?
5. Name the principal powers and duties of the County Commissioner of Schools.
6. For what purpose is the money used that is paid by those who take a county teachers' examination?
7. What should a teacher do when a child comes to school from a family of which some other member has the measles?
8. When is a teacher qualified to make a contract to teach a public school?
9. Who may make a legal contract with a teacher to teach a public school?
10. Who may legally be counted in the school census?

THEORY AND ART.

ALL GRADES.

Third grade applicants answer any five; other applicants answer all.

1. What is reflex action? What application has it to the teacher's work?
2. What is sensation and where does it exist?
3. What are the best conditions for attention?
4. Give the advantages and the dangers of a lively imagination on the pupil's part.
5. (a) What is a judgment?
   (b) What are the essential parts of a judgment?
6. How is memory assisted?
7. Should pupils correct one another in recitations?
8. Mention the qualities of a teacher that tend to produce control of pupils.
9. Define "business" arithmetic.
10. Define "professional spirit."

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

Applicants for second grade answer first ten; first grade, last ten.

1. Mention four European nations that made early settlements in the United States and name the states.
2. (a) What caused the Revolutionary War?
   (b) The war of 1812?
   (c) The Civil War?
3. (a) Give an account of the introduction of slavery into the colonies.
   (b) Its constitutional prohibition.
   (c) Name the states known as slave states.
4. Name three commanders and three battles fought by the army of the Potomac.
5. Explain the significance of the words, "Fifty-four forty or fight."
6. Discuss the doctrine of nullification and secession.
7. What caused the Mexican War? Give results of the war.
8. Name five of our most prominent presidents. What official acts made them so?
9. In population and extent of territory, compare the present United States with the United States as it was at the time of the inauguration of Washington.
10. Mention the important events during President Roosevelt's administration.
11. Give the opening and closing events of the Revolutionary War and state the results of the war.
12. What made the following men famous: Lewis Cass, Charles Sumner, James G. Blaine, Daniel Webster, Samuel F. B. Morse, John Marshall?
13. Give a historical sketch of the educational system in Michigan.
14. With the Revolution, the Civil War and the Spanish-American War as a basis show the development of the modern navy.
15. (a) Name the candidates for president and vice president of the two leading parties.
    (b) When and where were they nominated?
    (c) Discuss two planks in each platform.

THIRD GRADE, BOTH CLASSES.

1. Name three Europeans who made voyages to the New World, and discoveries made by each.
2. (a) Give the effect of the fall of Fort Sumter.
   (b) Give a brief sketch of the "blockade" and its importance.
3. (a) Write a review of the conditions of the whole country in 1860.
   (b) Compare the north and south with reference to their preparation for war at this time.
4. Give an outline of three decisive battles of the Civil War.

5. What was the date of the Emancipation Proclamation? Give its effects.
6. Mention two events of interest and importance of this period.
7. Outline the two parties in their relation to the tariff question.
8. (a) Write a character sketch of George Washington.
   (b) What heritage did Thomas Jefferson leave this nation?
9. (a) State the principal events of the war of 1812.
   (b) When was Michigan admitted as a state?
10. Name the candidates for president and vice president of the two leading parties. When nominated, where nominated, and from what states?

III. Questions prepared by the Superintendent of Public Instruction for the regular examination, October 16, 1908.

ALGEBRA.

SECOND GRADE.

1. Explain why "like signs produce plus and unlike signs minus" in multiplication.
2. Give the signs of aggregation, and illustrate their uses.
3. (a) Simplify $1 + \cfrac{c}{1 - c + \cfrac{2c^2}{1-c}}$.
   (b) Give the axioms upon which are based the following operations: (1) transposition (2) clearing of fractions (3) dividing by the coefficient of the unknown.
4. (a) What are the various methods of elimination?
   (b) Solve the following equation by two methods of elimination:
   $\frac{x}{2} + \frac{y}{3} = 5.$
   $\frac{x}{3} + \frac{y}{2} = 5.$
5. Illustrate the difference between a radical and a quadratic.
6. Find the square root of $28 + 5\sqrt{12}$.
7. A certain number is expressed in three digits whose sum is 10. The sum of the first and last digits is $\frac{4}{5}$ of the second digit; and, if 198 be subtracted from the number, the digits will be inverted. What is the number?
8. Divide 10 into two such parts that the sum of their squares will be 52.
9. A rectangular piece of ground has a perimeter of 100 rods and an area of 3 A. 109 rds. What is its length and breadth?
10. Twenty persons, women and men, have together $48. The women together have as much money as the men, but each woman has twice as much as each man. How many men are there?

ARITHMETIC.

SECOND GRADE.

1. Reduce $\cfrac{\frac{3}{4}}{\cfrac{\frac{1}{2} + 5\frac{1}{2}}{20}}$ of $(\frac{3}{4} + \frac{1}{2})$.
2. (a) Illustrate the uses of the parenthesis, the vinculum, the bracket.
   (b) Explain why $\cfrac{4 + 6 \times 3 + 12 \div 3 + 1}{3} = 9.$
3. (a) Explain the English method of notation.
   (b) Discuss longitude and time, explaining a problem as to a class.
4. How many shingles laid 4 in. to the weather will it take to cover the roof of a barn 30 ft. by 40 ft., the rafters to project 1 ft. and the roof to project 16 in. at each end, roof to have quarter-pitch?

NOTE—"Quarter-pitch" means that the rise of the roof is one quarter of the width of the barn.

5. A man sold two farms at the same price, gaining 25% on one and losing 25% on the other. He then found that his gain and loss were equal. What was the ratio of the costs of the farms?
6. A man mixes tea costing 40 cents a pound with tea costing 56 cents a pound, using 2 pounds of the former to 1 pound of the latter, and retails the mixture in 3 pound packages at a gain of 25%. What is the price per package?
7. A certain bank declares a 4% dividend which it pays to its stockholders in stock; later it declares another 5% dividend paying in stock. Mr. A finds his stock then is 546 shares. How much stock had he before the first dividend was paid?
8. (a) What is the legal rate of interest in Michigan?
   (b) How is a note indorsed and what is the value of such indorsement?
   (c) Give three cases in which a note is void.
9. Explain as to a class why the area of a trapezoid is equal in square units, to the half sum of the number of units in its bases multiplied by the number of units in its altitude.
10. A and B can do a piece of work in 12 days. A can do $\frac{3}{4}$ as much as B. How long will it take for each to do the work alone?

ARITHMETIC.

THIRD GRADE, BOTH CLASSES.

1. Find the exact interest upon $375 for 45 days at 6½%.
2-3. Draw a note for such an amount as will in 1 year 3 months and 15 days amount to $2,155.

NOTE—6 credits for correct amount; 4 credits for correct form of note.

4. (a) What is the legal rate of interest in Michigan?
   (b) What is compound interest?
   (c) Explain a bank check and its advantages. Draw one.
5. (a) What is cancellation?
   (b) Upon what principle is it based?
   (c) Work by cancellation the following problem:
   If 2½ tons of hay cost $35, how many tons can be bought for $24.50? Explain.

No credits unless solved by cancellation and explained.

6-7. How many shingles laid 4 in. to the weather will it take to cover the roof of a barn 30 ft. by 40 ft., the rafters to project 1 ft. and the roof to project 16 in. at each end, roof to have quarter-pitch?

NOTE—"Quarter-pitch" means that the rise of the roof is one quarter of the width of the barn.

8. At $18 per M., 2% off for cash, find the cost of the following:
   12 boards 10 in. wide, 14 ft. long.
   16 boards 8 in. wide, 16 ft. long.
   2 timbers 8 in. x 10 in., 12 ft. long.

NOTE—Analyze Nos. 9 and 10.

9. A book was sold for 20% more than it cost. If the sum of the selling price and the cost was $2.70, what was the cost?
10. A having $\frac{3}{4}$ as much money as B, borrowed of B $5. Both then had the same amount. How much had each at first?

MENTAL ARITHMETIC

ALL GRADES.

NOTE.—(1). Distribute these lists among all the applicants, placing them face down upon the desks.
(2). Each applicant write his number or name across the back of the list.
(3). At a signal from the commissioner, all reverse the papers and in the *right hand margin* write as many answers to the questions as possible in 15 *minutes*.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give *one credit* for each correct answer written, making 20 credits for this part of the examination.

		ANSWERS.
1.	Give the sum and the difference between $\frac{1}{2}$ and $\frac{7}{16}$	1.
2.	Divide $\frac{1}{2}$ of $\frac{1}{8}$ of 27 by $\frac{3}{8}$ of $2\frac{1}{4}$	2.
3.	Find the sum of $\frac{1}{3}$ of the following numbers: 18, 38, 76, 144	3.
4.	Find the cost of 2,250 lbs. of hay at $11 a ton	4.
5.	How many acres in one mile of ordinary road?	5.
6.	How many pencils in $5\frac{1}{8}$ gross?	6.
7-8.	If pens are bought at 60 cents a gross and sold at 3 for 2 cents what is the gain on a gross?	7-8.
9-10.	If wood is worth $2.40 a cord, what is the value of a pile of wood 20 feet long and 6 feet high?	9-10.
11.	What is gained on 5 bu. of peaches bought at $1.50 per bu. and sold at 50 cents a peck?	11.
12.	At 90 cents a bushel what is the value of 400 lbs. of wheat?	12.
13.	What will it cost to fresco the ceiling of a room 12 ft. x 15 ft., at 18 cents per sq. yd?	13.
14.	How much will it cost to fence a section of land at $1.50 per rod?	14.
15.	Bought dress goods at 10 cents a yard and sold the same at $12\frac{1}{2}$ cents per yard; what was the gain per cent?	15.
16.	Of 2 bushels of peaches a man lost $\frac{1}{2}$ peck; what per cent did he lose?	16.
17.	What is the interest on $1,200 for 75 days at 6%?	17.
18.	How many horses at $125 each can be bought with the money received for a quarter section of land sold at $12\frac{1}{2}$ per acre?	18.
19.	What per cent of a number is the difference between its $\frac{1}{2}$ and $\frac{3}{20}$?	19.
20.	Find the value of $33\frac{1}{3}$ acres of land at $33 an acre	20.

BOTANY.

SECOND GRADE.

1. What are the functions of roots? Where do roots grow?
2. Name five plants having perfect flowers.
3. Give the different agents for the dissemination of seeds and discuss each.
4. Define petiole, peduncle, perianth, receptacle.
5. Define pericarp, placenta, carpel.
6. Describe the structure of a green leaf.
7. Name ten weeds found in your community.
8. Define spike, head, corymb, umbel, catkin.
9. Name the parts of a leaf.
10. What is the difference between class, genus, species?

CIVIL GOVERNMENT.

SECOND GRADE.

1. Explain the theory of federal government, and define the division of governmental powers between the nation and the state.
2. Mention three things that Congress cannot do, and give the language of the Constitution with reference to each.

3. (a) Why have we two houses of Congress? (b) What *exclusive* powers are exercised by the Senate? (c) By the House?
4. (a) Why is our system of law making called "legislation by committee"? (b) Give the ordinary steps in passing a law.
5. Explain the power of the speaker of the house and show whence it is derived.
6. (a) What is the process of electing president? (b) What was the original purpose of the electoral college? (c) How do we sometimes have a minority president?
7. What beneficial results have been achieved by the civil service reform movement?
8. Name the State offices. (b) What officers are nominated by direct vote under Michigan law?
9. (a) Name the federal courts. (b) When and how are the presiding officers of the following courts chosen: justice court; circuit court; probate court; State Supreme Court?
10. What are city ordinances? (b) By whom passed?

CIVIL GOVERNMENT.

THIRD GRADE, BOTH CLASSES.

1. Give the steps necessary for the nomination and election of the Governor.
2. When do the following take place: the convening of Congress and of the State legislature; the inauguration of the President; election of U. S. senators?
3. Discuss the powers of Congress over commerce.
4. (a) When does Congress begin? (b) When does it end?
5. (a) How many senatorial districts are there in Michigan? In which do you live? (b) How many congressmen in Michigan? Who is your United States representative?
6. Give the qualifications, salary, and general duties of the Governor.
7. Name the county officers and give the duties of one of them.
8. Give the ordinary steps in passing a law.
9. What are the qualifications for voting in Michigan?
10. (a) What are city ordinances? (b) By whom passed?

STATE COURSE OF STUDY.

ALL GRADES

1. (a) By whom is the State Course of Study prepared?
   (b) How is it adopted for use in a school district?
2. (a) How many grades has the Course of Study?
   (b) How is the highest grade to be used in an ungraded school district?
3. (a) What division or grouping of the subjects is suggested?
   (b) Discuss the question of having bookkeeping in the Course of Study.
4. (a) What are the advantages of using tablets instead of slate and pencil?
   (b) What five poems in the Course of Study do you consider best for use in schools?
5. Outline a lesson in sixth grade geography according to the Course of Study.
6. What correlation is suggested in the fourth grade?
7. What plan of examination tests is suggested?
8. What three suggestions in nature study do you consider most helpful?

9-10. What work is suggested in physiology below the text-book work?

GENERAL HISTORY.

SECOND GRADE.

1. Describe the migrations of the Aryans.
2. What policy pursued by China made her least important as a contributor to early civilization?
3. Give geographical reasons for the leading characteristics of the Phoenician people.
4. What were the tribal divisions of the early Greeks or Hellenes? Which were predominant? Why? What was Hellas?

5. Where does the battle of Marathon belong in the great battles of the world? What did its results mean to future civilization?
6. Who were the great philosophers of Greece? Of Rome? What was the greatest contribution of Rome to civilization?
7. What social conditions in the 11th and 12th centuries made Feudalism a valuable institution? What were its defects?
8-9. What territorial and religious questions were settled by the Treaty of Westphalia?
10. What may be termed the chief cause and what are some of the questions involved in the present troubles between the European nations and Venezuela?

GEOGRAPHY.

ALL GRADES.

1. Compare the surface features of Europe with those of the Americas, giving differences and some resulting consequences.
2. Compare the trend of isotherms of Europe in summer and winter, giving the meaning of the difference.
3. (a) Describe and explain the origin of the Norwegian type of coast.
   (b) What influence has this coast had upon the Norwegian people?
4. Compare the rainfall of western Europe with that of Eastern Europe (Russia) as to amount (inches) and seasons of heaviest precipitation, explaining differences.
5. Why should Europe have so many nationalities and languages while in an almost equal area, the United States has one language and one nation?
6. Show by concrete examples how climate controls occupation in South America.
7. (a) Why is South America commercially tributary to Europe rather than to the United States?
   (b) Why and how will the completion of the Panama canal affect these relations?
8. (a) Name the chief (1) imports and (2) exports of Japan, and from these show how the U. S. is able to compete with other nations for Japan's trade.
   (b) What will be the probable effect of the Panama Canal upon trade between the two countries?
9. What great changes have been taking place in the commercial relations between the leading countries of Europe and the U. S. during the last decade?
10. Discuss the commerce of the Great Lakes.

GRAMMAR.

SECOND GRADE.

1. Name and define the parts of speech.
2. What is a sentence? Name the different *kinds* of sentences. Name the different *classes* with reference to their structure.
3. (a) Define a verb. (b) What is a transitive verb? An intransitive verb? Give an example of each.
4. Give the different uses of an adverb. What is a conjunctive adverb? Give an example.
5. How do we distinguish between verbal nouns and verbal adjectives?
6. What is the distinction between a gerund and the abstract noun ending in *ing*?
7. Define mode. Name the different modes. What are their functions?
8. Criticise the construction of the following sentences and reconstruct in accordance with your criticisms:
   (a) Looking across the bay a large steamer was seen headed directly for the harbor.
   (b) I prefer choosing my own friends and to carry out my own plans.
   (c) He found that the work was different than he expected.
9-10. Analyze the following sentences and parse the italicized words:
   (a) I *suppose* our keen feeling for ourselves might end *in giving* us a keen feeling for others if, when we are suffering *actually*, we were to consider that others go through the same experience.
   (b) It is our *ever* present experience *to desire* to continue to live.

THIRD GRADE.

1. Explain what you understand by the analysis of a sentence. By parsing.
2. Define simple, compound, complex sentences.
3. Define a clause and a phrase so as to bring out the distinction between the two.
4. Distinguish between restrictive and non-restrictive clauses.
5. Give some of the common rules for the capitalization of words.
6. In what various ways may a verb be modified? What is a verbal noun? A verbal adjective? A gerund?

7-8. Frame rules that would govern the use of the punctuation marks in the following sentences:

(a) Even the children, they said, rode many miles to see the king.
(b) The books, paper, pencils, and other accessories were all furnished free of cost.
(c) Science *declares* that no particle *of* matter can be destroyed; that each atom has *its* place in the *universe;* and that, in *seeking* that place, each obeys certain laws.

9. Analyze sentence (c) above. Parse the italicized words.
10. Give principal parts of verbs in (a).

ORTHOGRAPHY.

ALL GRADES.

1. (a) Define abbreviation. Give full forms of the following A. M., Me., St., P. I.
   (b) Name three English and three Latin prefixes and illustrate.
2. (a) What does different accent sometimes serve to do? Illustrate.
   (b) Give three rules to determine accent.
3. Give five rules for spelling and exemplify each.
4. (a) Which letters are never silent?
   (b) Write words to illustrate all the sounds of *i*.
5. Indicate the pronunciation of these words: address, almond, route, chasm, illustrate, calliope, gubernatorial, business, Asia, deaf.

LIST OF WORDS.

ALL GRADES.

1. noticeable
2. miniature
3. indelible
4. foreigner
5. necessary
6. secretary
7. peaceable
8. decease
9. possession
10. stationary (adj.)
11. lieutenant
12. occasion
13. acquiesce
14. distill
15. victuals
16. convenience
17. believe
18. irrevocable
19. niece
20. adequate
21. eclipse
22. allegiance
23. grandeur
24. parliament
25. complacence
26. suite
27. piebald
28. Massachusetts
29. nineteenth
30. skillful
31. Menominee
32. disappearance
33. chieftain
34. commencing
35. Montcalm
36. Shiawassee
37. Leelanau
38. catastrophe
39. umbrella
40. nominee
41. presidential
42. distress
43. Wednesday
44. village
45. sophomore
46. misspelled
47. grammar
48. advertisement
49. dotage
50. convalescent

PHYSICS.

SECOND GRADE.

1. Define —impenetrability, inertia, cohesion, liquid.
2. What causes capillary attraction?
3. How far can a 2 horse power engine raise 5 tons in one minute?
4. A body on the earth's surface weighs 200 pounds:
   (a) What would it weigh 2000 miles above the surface?
   (b) What would it weigh 2000 miles below the surface?
5. Explain how to determine the true weight with a false balance.
6. A liter flask holds 870 grams of turpentine. Required density of turpentine.
7. A gram of steam at 100° C is condensed into 10 grams of water at 20° C. Find resulting temperature.
8. Explain a shunt circuit.
9. Why is water heated more quickly when placed over a fire than under it?
10. Explain how to find the density of iron.

PHYSIOLOGY.

SECOND GRADE.

1. Name, describe and give example of each kind of joint.
2. (a) How is heat generated in the body? (b) How distributed? (c) How is the temperature of the body regulated?
3. Suppose a blood cell in the inferior vena cava and trace its route into the aorta.
4. (a) How does arterial blood differ from venous blood?
   (b) How does expired air differ from inspired air?
5. (a) Where and how is digested food taken into the blood?
   (b) Where and how is food taken up by the tissues?
6. Give the functions of the lungs, diaphragm, hepatic vein, Haversian canals.
7. What is the purpose of perspiration?
8. How does alcohol affect the capillaries of the skin? The mucous membranes of the stomach?
9. (a) Name some common means by which communicable diseases are spread.
   (b) Name five ways in which the health of school children should be cared for.
10. (a) Give some good rules as to the use and care of clothing. (b) State the things necessary to observe in bathing.

THIRD GRADE, BOTH CLASSES.

1. Name the three forms and the three uses of bones.
2. Name the processes by which food is converted into tissues by the body.
3. (a) What is respiration? (b) Name the organs of respiration.
4. (a) What is a joint? (b) Name and locate three kinds.
5. (a) What changes does the blood undergo in the lungs?
   (b) How can you show that the breath contains water? Carbon dioxide gas?
6. (a) Name the organs of the voice. (b) What causes the voice to vary in loudness? (c) How is the pitch of the voice regulated?
7. What is the purpose of perspiration?
8. Give the essential treatment for a slight burn, a slight cut, choking, narcotic poisoning.
9. Give three useful hints for care of the eyes, for eating, for breathing.
10. How does alcohol injure the lungs? The heart?

READING.

ALL GRADES.

THE RAVEN.

1. (a) How does Edgar Allan Poe rank as a prose writer?
   (b) What can you say of him as a poet?
2. Mention other writings and give the character of one prose tale.
3-4. Outline the story as suggested to you by the reading of this poem.
5. (a) What is the prevailing mood of the poem?
   (b) Can the Raven be said to be emblematic of the author's life? Why?

6. Quote words and expressions used by the poet to emphasize the nature of the selection.
7. What suggestions are contained in the words *Lenore, Pallas, Plutonian, nepenthé, Gilead*?
8. How does the following stanza indicate that the meaning is allegorical?

> And the Raven, never flitting, still is sitting, still is sitting
> On the pallid bust of Pallas just above my chamber door;
> And his eyes have all the seeming of a demon's that is dreaming,
> And the lamp-light o'er him streaming throws his shadow on the floor;
> And my soul from out that shadow that lies floating on the floor
> Shall be lifted—nevermore.

9. Quote your favorite stanza. Interpret.
10. Select a poem suitable for the fifth grade and show your method of presentation.

SCHOOL LAW.

ALL GRADES.

1. Who has power to fix the length of the school year? To fix teachers' wages? To adopt text-books?
2. (a) Give the chief provisions of the compulsory attendance law. (b) What are the duties of the teacher in the enforcement of the truancy law?
3. Name the duties of a school director.
4. Name the several kinds of teachers' certificates granted in Michigan and the authority granting each.
5. Why must a teacher hold a certificate covering at least the period of her contract?
6. (a) Under what conditions does a district forfeit its primary school funds? (b) Its library fund?
7. When and why is the school census taken?
8. How are fractional school districts formed or changed in boundary?
9. Under what conditions may a graded district be organized?
10. Give the substance of the law in regard to teaching the effects of alcohol and narcotics, also dangerous communicable diseases.

THEORY AND ART.

ALL GRADES.

1. Why is daily preparation on the part of the teacher necessary? Give at least two reasons.
2. What is the difference between teaching a text-book and teaching a subject?
3. Describe how a lesson in a new topic or subject should be assigned.
4. What is the value of outlining a lesson? When should it be done by the teacher and when by the pupil?
5. How may a lesson in physiology or history be also a language lesson? Answer fully.
6. Would you correct an error of language on the part of the pupil while making a recitation? If so, when?
7. Why should young pupils receive relatively more individual attention? Answer in full.
8. Would you pass or fail a third grade pupil on the basis of a written examination? Give reasons for your answer.
9. What is the value to the pupil of a written examination?
10. What is "good order" in a schoolroom? Is "good order" of any value in itself?

UNITED STATES HISTORY.

SECOND GRADE.

1. How were the troubles between France and England in the latter part of the 18th century responsible for the war of 1812?
2. (a) What were the territorial claims made by the United States in the Mexican War? To what degree was she justified in these claims?
   (b) Why is this war said to be the forerunner of the Civil War?

3. What was the Dred Scott case? What position did the two political parties occupy in this question?
4. Why is the period between 1878-1908 called one of consolidation and expansion?
5. What has been the policy pursued by the United States toward her new possessions?
6. What was the Pan-American Congress? How much of its purpose was accomplished?
7-8. (a) Discuss briefly the Venezuelan affair of 1895. Why was the Monroe Doctrine mentioned in connection with this?
(b) Of what significance is the withdrawal of the United States Legation from Venezuela last June?
9-10. What American general, native of Michigan, has lately been honored by the erection of a monument to his memory? Give interesting facts connected with his life.

THIRD GRADE.

1. What disputes between the United States and European nations were settled by the war of 1812?
2. State briefly the causes and final outcome of the Mexican War.
3. What questions involved in the Mexican War became issues in the Civil War?
4. What are the 14th and 15th Amendments? How were they regarded in the South?
5. What was the Ku-Klux Klan? Who were the carpet-baggers?
6. Name the territorial acquisitions of the United States between 1897-1908.
7. When did an Electoral Commission determine the result of a Presidential election? How was it made up?
8. What abuses was the Civil Service Act designed to destroy?
9-10. (a) Point out similar characteristics in President Roosevelt and the late Grover Cleveland, which fitted them for public leaders.
(b) Who is the present Secretary of War?

EIGHTH GRADE EXAMINATION.

Questions prepared by the Superintendent of Public Instruction for the regular examination, May 7-8, 1908.

ARITHMETIC.

1. Define the following: (a) cancellation, (b) dividend, (c) exact divisor.
2. Illustrate least common multiple by a problem.
3. Find the product and quotient of 36 and 1728 and give the prime factors of the quotient.
4. If three men in 12 days cut 72 cords of wood, in how many days will six men cut 96 cords?
5. By selling 12 horses for ¼ more than they cost, I was able to buy a 40-acre farm at $15 per acre with the profit. What did I pay for the horses?
6. ⅔ of ¾ of 48 is ½ of what number? Analyze.
7. The difference between ½ and ⅔ of A's money is $24. How much has he?
8. Bought four loads of hay at $16.00 a ton. The loads weighed 4,206 lbs., 3,800 lbs., 4,380 lbs., and 4,534 lbs. respectively; the wagon weighed 1,240 lbs. What was the hay worth?
9. What is the cost of 5 planks 2 in. thick, 10 in. wide and 16 ft. long; 8 boards 1 in. thick, 8 in. wide and 14 ft. long, at $22 per M?
10. The ordinary road is 66 ft. wide. How many acres of land in the roads surrounding a township and cutting it into sections? Draw diagram of township and sections illustrating the roads.
11. Sold land for $1,200 gaining on my investment 25 per cent. If I had sold the land at a loss of 25 per cent, what would I have received for it?
12. At what price per dozen must I sell pens costing 40 cents a half gross to gain 20 per cent?
13. Find the interest upon $320.50 for 5 yrs. 6 mos. 6 ds. at 5½ per cent.
14. What principal will amount to $350 in 3 yrs. 4 mos. at 5 per cent?
15. How many rods from the S. E. corner of a section to the N. W. corner?

CIVIL GOVERNMENT.

1. Name the different kinds of governments.
2. What are the three departments of government?
3. (a) What official is at the head of the state government?
   (b) The county government?
4. (a) How many United States senators from each state?
   (b) How many state senators in the Michigan legislature?
5. Name the various departments over which the cabinet officers have jurisdiction.
6. Give five powers of Congress.
7. What are five of the President's duties?
8. Who are the men who are mentioned prominently as presidential nominees?
9. What are the qualifications for president?
10. What was the work of the Constitutional Convention?
11. Name the state officials to be elected at the next state election.
12. Name the county officers and three of the persons who are now holding such positions in your county.
13. Who are your township officers?
14. Who are your district officers?
15. Select some county or township officer and mention his duties.

Information Questions. (Not to be rated.)

1. Who looks after the poor in the township?
2. Who tries suits in the county?
3. Where and when does your father vote for supervisor?
4. About what time does your father pay his taxes?
5. If you should find yourself unknown and without money in the county seat of any county, to what officer would you go for assistance?

GEOGRAPHY.

1. Define political, mathematical, and physical geography.
2. Name (a) the countries of South America, (b) the capital of each, and (c) indicate the pronunciation of each capital.
3. Name the ten largest cities of the United States.
4. Name the chief railroads of Michigan.
5. Bound your county, name the county seat, and give the number of townships in the county.
6. Name and locate two cities in each of the following countries: England, Japan, Italy, Austria, Australia.
7. Name the productions of Canada which are imported into the United States.
8. From what countries do we get rubber, tea, coffee, hides, camphor?
9. Tell what you can of Portugal, its government, cities, productions, and education.
10. Describe Cuba, area, productions, climate, people.
11. Describe the surface of North America.
12. Draw a map of Michigan and locate thereon coal mines, salt wells, copper mines, iron mines, fruit belt, and chief rivers.
13. Name the cities of Asia having good harbors, that is, the chief *trade* cities.
14. Define geyser, volcano, plateau, river basin, erosion.
15. Locate Suez canal, Kiel canal, Welland canal, Chicago drainage canal.

GRAMMAR.

1. The language, paragraphing, punctuation, and neatness of paper will count for this number.
2. Define case, number, declension, comparison.
3. Define verb, tense.
4. Define phrase, clause, participle, infinitive.
5. Give examples of each mentioned in number 4.
6. Write the plurals of child, girl, woman, calf, tooth.
7. Write the possessives of man, Smith and Herman, doctor, attorney-at-law, horse.
8. Give the principal parts of the following verbs: lie, drink, see, go, do.
9. State in how many ways a noun may be used in the objective case, and illustrate each.
10. Give the construction of each word in the following sentence: "I intend to do my part in making the world better."
11. Parse *intend*, *my* and *better* in the foregoing sentence.
12. Conjugate the verb *go* in the present, past and future tenses.
13. Define simple, complex and compound sentences.
14. Give a list of twenty adjectives and twenty adverbs as commonly used.
15. Write a letter to your commissioner telling him how you intend to avoid using incorrect language and slang expressions.

NOTE—Commissioner will mark on thought, arrangement, punctuation, spelling, and form.

ORTHOGRAPHY.

1. Into what classes are letters divided? Define each.
2. Give three rules for capital letters.
3. Define root word, derivative word, and give examples.
4. Use the following words in sentences: sea, see; ceil, seal; sweet, suite; principle, principal; air, heir.
5. Write the abbreviations for honorable, doctor, Michigan, pound, volume, president.
6. Mark the accent and diacritics of the following words: Callao, Ecuador, Panama, dishonest, orange, attribute, superfluous, extant.

SPELLING.

1. arithmetic
2. orthography
3. physiology
4. grammar
5. history
6. civics
7. government
8. legislature
9. congress
10. representative
11. senator
12. president
13. secretary
14. recommend
15. receive
16. precede
17. succeed
18. separate
19. hygiene
20. pictures
21. envelope
22. concrete
23. Leelanau
24. Keweenaw
25. rectangle
26. singular
27. possessive
28. umbrella
29. biscuit
30. combatant
31. pitcher
32. catcher
33. umpire
34. newspaper
35. Wednesday
36. isthmus
37. promontory
38. diphtheria
39. neuralgia
40. pneumonia
41. contagious
42. twentieth
43. imperative
44. avenue
45. luscious
46. sculptor
47. dictionary
48. authorize
49. operation
50. demonstrate.

PENMANSHIP.

1. (a) Show your teacher the proper position for holding the pen.
   (b) Do you prefer to sit facing your desk in writing or with the right side towards the desk?
2. (a) Make the capital letters that contain the oval.
   (b) Make the small letters that contain the loop.
3. Give three exercises that your teacher has had you use frequently to cultivate the muscular movement.

4–5. Write some stanza of not less than four lines to show a specimen of your handwriting.

PHYSIOLOGY.

1. Why are the bones of a child so much more easily mended than those of an adult?
2. Name and give examples of the different kinds of joints.
3. What are the organs of circulation?
4. Name and describe the parts of the eye.
5. How is the blood changed in the lungs?
6. What is meant by digestion?
7. What are the digestive fluids? Name them and tell by what organ each is secreted.
8. What constitutes the nervous system?
9. What is the purpose of perspiration?
10. What organs are contained in the chest cavity?
11. Name the divisions of the brain and state the function of each.
12. State briefly the effect of exercise upon the muscles.
13. Name four foods that contain an abundance of starch.
14. What is the effect of alcohol upon the nervous system?
15. Define cartilage, tissue, ligament, muscle, mucous membrane.

READING.

The Chambered Nautilus.

1. Give a biographical sketch of the author of this poem.
2-3-4. When was the poem written? Write out the entire poem.
5. (a) What is the theme of the poem?
   (b) What is the central thought?
6. Give the meanings of the following words: *feign, wont, irised, crypt, venturous.*
7. Explain the following:
   (a) ship of pearl.
   (b) unshadowed main.
   (c) purpled wings.
   (d) wandering sea.
   (e) heavenly message.
8. Give in your own words an outline of the entire poem, explaining the meaning and purpose of *each* stanza.
9. To how many things is the nautilus compared? What are they?
10. (a) What is personified as the mother of the nautilus?
    (b) "Forlorn" in stanza four modifies what word?
    (c) Explain the meaning of the word *still* in the line "Still, as the spiral grew."
11. (a) Who are the Sirens?
    (b) Who is Triton?
12. "Through the deep *caves of thought* I hear a *voice* that sings:—" Explain the meaning of *caves of thought.* Whose *voice*?
13. What figure of speech is used in the last stanza? Why? To whom or what is the last stanza addressed?
14. Could the nautilus have brought the lesson that it did, if the shell had not been broken so as to reveal the inner structure? Give reasons for your answer.
15. What is alliteration? Pick out the musical and alliterative lines in the poem and tell why they are such.

UNITED STATES HISTORY.

1. State briefly what is known of America before the discovery by Columbus.
2. What nations were engaged in the early discoveries and explorations of America? What territory did each claim?
3. Tell about the founding of Jamestown.
4. Name the thirteen original colonies.
5. Mention two important victories of the Union army in 1863, and state what Union general was in command of each.
6. Why was the South opposed to the election of Lincoln?
7. What was the Reconstruction Period? Why so called?
8. What was the Monroe Doctrine? The Dred Scott Decision? The Missouri Compromise?
9. By whom and under what circumstances were the following expressions used?
   (a) "I would rather be right than president."
   (b) "Millions for defense, but not one cent for tribute!"
   (c) "We have met the enemy and they are ours!"
10. Explain what you understand by a protective tariff; a national bank; inter-state commerce commission.
11. What territory was included in the Northwest Territory?
12. When did Michigan become a state? Mention three men prominent in early Michigan history.
13. Mention three important territorial acquisitions made by the United States during the first half of the nineteenth century.
14. Name the presidents in their order.
15. State the causes and results of the Spanish-American War.

EDUCATIONAL FUNDS

AND REPORT OF

UNIVERSITY OF MICHIGAN

EDUCATIONAL FUNDS.

PRIMARY SCHOOL FUNDS.

Seven per cent fund:		
Amount on which the State pays interest June 30, 1908	$4,270,411 62	
Due from purchasers of land, June 30, 1908	38,395 47	
Total seven per cent. fund June 30, 1908		$4,308,807 09
Five per cent fund:		
Amount on which State pays interest, June 30, 1908		970,386 19
Total school fund June 30, 1908		$5,279,193 28

INCOME ON PRIMARY SCHOOL INTEREST FUND.

Interest paid by State on seven per cent. fund during year ending June 30, 1908	$298,928 81	
Interest and penalty paid by holders of land on seven per cent. fund during the year ending June 30, 1908	3,462 97	
Interest paid by State on five per cent. fund	48,519 31	
Total income from both funds		$350,911 09
Surplus of specific taxes transferred	$708,027 52	
Paid by trespassers on school land	112 77	
Total		708,140 29
Total income for year ending June 30, 1908		$1,059,051 38

UNIVERSITY FUND.

Amount on which State pays interest June 30, 1908	$546,604 40	
Interest paid by State (on land grant)		$38,159 70
Interest paid by State on deposit		50 00
Interest and penalty paid by holders of land		277 20
Total income for year ending June 30, 1908		$38,486 90

AGRICULTURAL COLLEGE FUND.

Amount on which State pays interest June 30, 1908	$980,347 49	
Interest paid by State		$68,525 00
Interest and penalty paid by holders of land		1,741 56
Paid by trespassers on land		30 00
Received from the United States government		30,000 00
Total income for year ending June 30, 1908		$100,296 56

NORMAL SCHOOL FUND.

Amount on which State pays interest June 30, 1908	$68,821 79	
Interest paid by State		$4,128 85
Interest and penalty paid by holders of lands		38 80
Total income for year ending June 30, 1908		**$4,167 65**

UNIVERSITY OF MICHIGAN.

FINANCIAL STATEMENT OF THE UNIVERSITY OF MICHIGAN FOR THE FISCAL YEAR ENDING JUNE 30, 1908.

CONDENSED STATEMENT GENERAL, SPECIAL AND BUILDING FUNDS.

	Receipts 1	Disbursements 2
Balance July 1, 1907	$72,830 15	
State Treasurer:		
½ Mill Tax, General Fund	520,230 00	Column 4
University Interest Fund	38,486 61	Column 4
Insurance	635 00	Column 4
Special Appropriations	9,000 00	Column 8
Building Fund	99,000 00	Column 12
Miscellaneous Sources:		
General Fund	436,748 62	Column 4
	$1,176,930 38	
General Fund	Column 5	$943,394 45
Special Appropriations	Column 10	11,890 00
Building Fund	Column 14	81,037 81
Balance June 30, 1908		140,608 12
		$1,176,930 38

DETAILED STATEMENT GENERAL FUND.

	Student fees 3	Receipts 4	Disbursements 5	Salaries 6	Refunds 7
Balance July 1, 1907		$60,501 48			
State Treasurer, ½ Mill Tax		520,230 00			
State Treasurer, University Interest		38,486 61			
State Treasurer, Insurance		635 00			
Alumni Association			$1,400 00		
Appointment Committee			108 10		
Advertising and Printing			2,493 35		
Barbour-Gymnasium	$651 00	651 00	225 78		$10 00
Contingent		4,350 00	11,070 02		
Care of Teams			2,875 03		
Carpenter Shops			1,319 40		
Commencement			960 92		
Combined Course	1,905 00	1,905 00	108 00		108 00
Diplomas	9,680 00	9,680 00	1,624 39		70 00
Electrical Supplies			2,145 96		
Fuel		1,320 94	36,296 06		
General Library Books		324 37	13,955 15		
General Library, Pay Roll			19,192 51	$19,192 51	
General Library, Contingent			5,180 22		
Graduate School			13 00		
General Pay Roll			69,121 84	69,121 84	
Heating Supplies			1,742 47		
Hinsdale History		79 85	1 36		
Humanistic Series			53 00		
Interest		2,252 10			
Key Deposits	413 00	413 00	400 00		400 00
Laundry		984 54	10,048 84		
Lights		349 98	2,587 01		
Museum			808 69		
Observatory			275 72		
Oratorical Association			110 55		
Postage			1,567 59		

	Student fees 3	Receipts 4	Disburrements 5	Salaries 6	Refunds 7
Printing Plant		$296 68	$2,649 89		
Repairs			23,358 30		
Real Estate		2,261 00	40,699 31		
School Inspection			658 68		
Summer School, Literary	$7,635 00	7,635 00	60 00		$60 00
Summer School, Law	2,935 00	2,935 00			
Summer School, Medical	1,640 00	1,640 00	30 00		30 00
Summer School, Engineering	4,920 00	4,920 00	45 00		45 00
Summer School, Homœopathic	45 00	45 00			
Summer School Expenses			1,460 59		
Summer School Pay Roll			19,470 45	$19,470 45	
Summer School, Gymnasium	33 50	33 50	50		50
Thesis	450 00	450 00	250 00		250 00
Waterman Gymnasium	3,178 00	3,178 00	211 94		10 00
Water Supply			3,248 64		
Dental Department	9,200 00	9,200 00	7,423 78		215 00
Dental Library			57 32		
Dental Supplies		6,078 37			
Dental Laboratory	462 00	462 00	9 00		9 00
Dental Pay Roll			12,245 49	12,245 49	
Architecture			2,796 34		
Civil Engineering	760 00	760 00	1,537 14		20 00
Drawing Boards	870 00	870 00	665 50		665 50
Engineering Shops		146 06	3,493 69		
Engineering Lockers	9 00	9 00	5 50		5 50
Engineering Department	75,887 50	75,887 50	3,688 63		1,755 00
Engineering Library			2,693 94		
Engineering Pay Roll			132,011 59	132,011 39	
Electrical Engineering	1,991 00	1,991 00	286 45		36 00
Mechanical Laboratory	6,510 00	6,510 00	1,682 14		92 50
Marine		306 00	302 97		
Physics			2,379 94		
Homœopathic College	4,715 00	4,715 00	735 36		80 00
Homœopathic College Pay Roll			6,134 70	*6,134 70	
Homœopathic Library			354 88		
Homœopathic Hospital		29,465 10	22,678 92		
Homœopathic Hospital Pay Roll			9,595 05	9,595 05	
Law Department	54,309 00	54,309 00	2,306 98		1,508 50
Law Department Pay Roll			54,322 30	54,322 30	
Law Library			3,770 70		
Botanical Laboratory	980 00	980 00	1,103 37		19 00
Botanical Garden			966 79		
English	114 00	114 00	145 32		
Forestry		31 50	576 56		
French			163 10		
Geology	25 00	25 00	998 49		
German			163 85		
Greek			148 52		
History		62 90	71 90		
Literary Department	72,685 00	72,685 00	1,362 00		1,362 00
Literary Department Pay Roll			191,479 72	191,479 72	
Latin			341 05		
Music			158 50		
Mathematics			25 24		
Mineralogy	576 00	576 00	1,150 62		80 00
Pedagogy			104 84		
Political Economy	95 00	95 00	57 08		
Philosophy	244 50	244 50	404 54		
Rhetoric			37 08		
Special Examination	5 00	5 00			
Zoology	932 30	932 30	1,275 11		33 00
Delayed Election	9 00	9 00	2 00		2 00
Change of Election	26 00	26 00	1 00		1 00
Special Examination	5 00	5 00			
Anatomical Laboratory			401 58		
Anatomical Material			1,707 04		
Demonstration Course	4,030 00	4,030 00	104 00		104 00

	Student fees 3	Receipts 4	Disbursements 5	Salaries 6	Refunds 7
Dermatology			$120 89		
Electro-therapeutics	$72 00	$72 00	18 90		$18 90
Histology	1,253 00	1,253 00	970 64		12 00
Hygiene	4,589 97	4,589 97	6,299 52		548 19
Medical Department	20,350 00	20,350 00	2,087 24		1,470 00
Medical Pay Roll			61,166 58	$61,166 58	
Medical Library			2,887 33		
Materia Medica			538 84		
Neurology			999 30		
Nervous Diseases			8 00		
Ophthalmology			227 32		
Otology			476 41		
Pasteur Institute		4,740 00	502 74		
Physiology	255 00	255 00	320 12		10 00
Pathology	1,230 00	1,230 00	1,612 65		444 00
Pharmacology	455 00	455 00			
Practical Anatomy	2,915 00	2,915 00	130 00		130 00
Surgical Department			489 03		
Theory and Practice			1,418 37		
University Hospital		60,845 46	45,653 19		
University Hospital Pay Roll			17,698 58	17,698 58	
Chemical Laboratory	17,908 00	17,908 00	13,388 13		1,964 84
Chemical and Pharmacy Pay Roll			34,385 00	34,385 00	
Pharmacy Department	5,900 00	5,900 00	40 00		40 00
Balance June 30, 1908			113,207 26		
Total Student Fees	$322,853 77			$626,823 61	$11,609 43
Less Fees Refunded (Column 7)	11,609 43	$1,056,601 71	$1,056,601 71	Total salaries	Fees refunded
Student Fees Net	$311,244 34				

DETAILED STATEMENT SPECIAL APPROPRIATIONS.

HOMOEOPATHIC MEDICAL COLLEGE.

	Receipts 8	Total 9	Disbursements 10	Total 11
Balance July 1, 1907		$3,507 04		
From State Treasurer	$6,000 00	6,000 00		
Paid Vouchers			$8,890 00	$8,890 00
Balance June 30, 1908				617 04
		$9,507 04		$9,507 04

SUMMER HOSPITALS.

From State Treasurer	$3,000 00	$3,000 00		
Paid Vouchers			$3,000 00	$3,000 00
		$3,000 00		$3,000 00

PSYCHOPATHIC WARD.

Balance overdrawn July 1, 1907				$9,464 63
Balance overdrawn June 30, 1908		$9,464 63		
		$9,464 63		$9,464 63
	$9,000 00		$11,890 00	

DETAILED STATEMENT BUILDING ACCOUNT.

ACCUMULATION OF SAVINGS.

Equipment of Observatory.

	Receipts 12	Total 13	Disbursements 14	Total 15
Balance July 1, 1907		$12,734 89		
From State Treasurer	$9,000 00	9,000 00		
Paid Vouchers			$12,769 66	$12,769 66
Balance June 30, 1908				8,965 23
		$21,734 89		$21,734 89

Equipment to Engineering Laboratory.

Balance July 1, 1907		$5,551 37		
From State Treasurer	$15,000 00	15,000 00		
Paid Vouchers			$10,653 72	$10,653 72
Balance June 30, 1908				$9,897 65
		$20,551 37		$20,551 37

New Dental Building.

From State Treasurer	$75,000 00	$75,000 00		
Paid Vouchers			$57,614 43	$57,614 43
Balance June 30, 1908				17,385 57
		$75,000 00		$75,000 00
	$99,000 00		$81,037 81	

SPECIAL AND BUILDING FUNDS.

SUMMARY OF BALANCES JUNE 30, 1908.

Psychopathic Ward overdraft	$9,464 63	
Balance on hand June 30, 1908	27,400 86	
		$36,865 49

Credit Balance.

Homœopathic Medical College	$617 04	
Equipment of Observatory	8,965 23	
Equipment to Engineering Laboratory	9,897 65	
New Dental Building	17,385 57	
		$36,865 49
*Pay Roll, Homœopathic College General Fund	$6,134 70	
*Pay Roll, Homœopathic College Special Account	8,890 00	
Total Pay Roll	$15,024 70	

GIFT AND TRUST FUNDS.

Under this head are included gifts and other funds which the Regents have received from time to time from benefactors for special purposes. The new accounts opened during the year are: Adams Book Fund; Francis Lawton for Observatory Library; R. P. Lamont for Refractor Fund, Observator, $1,000.00; Peter White special fellowship; Peter White Medical Library, $1,000.00.

CONDENSED STATEMENT.

Total Funds July 1, 1907	$353,661 10
Interest, Rentals, etc	21,661 23
New Funds, Contributions, etc	27,474 82
	$402,797 15
Expenditures	52,105 41
Balance in Funds June 30, 1908	350,691 74
	$402,797 15

TABULATED STATEMENT (DETAILED).

NAME	Amount in fund July 1, 1907	Income		Expenditures.	Amount in fund June 30, 1908
		Interest or Rentals	Contributions		
Adams Book Fund		$6 65	$475 00	$469 17	$12 48
A. M. Todd Prize Fund	$500 00			300 00	200 00
Alice Freeman Palmer Memorial	1,142 17	101 05	526 00		1,769 22
Allopathic Hospital Fund	2,309 52	142 75			2,452 27
American School at Rome	45				45
A. B. Whittier Botany Fellowship	4,081 72	207 28		220 00	4,069 00
Ann Arbor Branch College Alumnae	204 86	48	50 00		255 34
Bates Professorship Fund	123,328 61	8,380 03		5,411 29	126,297 35
Ben Greet Dramatic Fund	698 33	41 80	162 75	530 14	372 74
Buhl Classical Fellowship	180 43	9 80	500 00	500 00	190 25
Buhl Library Fund	317 71	9 00		50 00	276 71
Class of '94 Scholarship	2,071 95	112 94			2,184 89
Class of '97 Scholarship	230 50	6 92			237 42
Class of '98 Scholarship	447 43	9 00			456 43
Class of '99 Law Scholarship	37 82	3 32			41 14
Class of '03 Memorial	152 19	4 98	10 00		167 17
Coyl Collection Library Fund	10,830 59	594 60		1,392 72	10,032 47
D. M. Ferry Botanical Fund	50 00		500 00	550 00	
Ford-Messer Fund	21,560 75	1,092 05		2,013 51	20,659 29
Frederick Stearns & Co. Pharm. Fellowship			350 00	300 00	50 00
Gas Association Fellowship	51 87	1 20	500 00	549 96	3 11
Geo. S. Morris Philos. Fellowship	50 00		400 00	450 00	
Goethe Fund	196 66	12 42	140 41	8 78	340 71
Good Government Club	821 07	47 89			868 96
Helen H. Newberry Class Fellowship			300 00	300 00	
Humanistic Series Fund	1,528 25	69 95	747 16	1,578 16	767 20
James B. Angell Fund	1,616 16	635 38			2,251 54
L. H. Stone Supp. Loan Fund	5,612 99	320 25			5,933 24
Morris Alumni Fund	3,470 38	211 12			3,681 50
Music Hall Fund	1,607 11	76 25			1,683 36
Newton VanderVeer Loan Fund	463 98	13 61			477 59
Observatory Library Book Fund			10 00		10 00
Palmer Memorial Free Bed Fund	15,208 53	652 75		790 20	15,071 08
Parke, Davis & Co. Fund	150 00		500 00	500 00	150 00
Peter White Special Fellowship			300 00	300 00	
Peter White Fellowship American History	913 71	45 37		400 00	559 08
Peter White Classical Fellowship	300 00	7 37		300 00	7 37
Peter White Medical Library		7 50	1,000 00		1,007 50
Phillips Scholarship Fund	978 44	343 06		100 00	1,221 50
Pittsburg Alumni Scholarship Fund	102 27	1 56		100 00	3 83
Philo Parsons Fund	136 96	3 96			140 92
Philosophy Library—Victoria Morris	5 08	38	52 00	20 54	36 92
Refractory Fund, Observatory			1,000 00		1,000 00
Saginaw Valley Alumnæ Association Scholarship Fund	201 83		40 00		241 83
Seth Harrison Scholarship Fund	29,770 39	1,588 27		1,480 50	29,878 16
Special Latin Fund	2 82	02	100 00	16 00	86 84
Students' Lecture Association	1,318 86	44 95			1,363 81
Treadwell Free Bed Fund	51 43	51 03		59 07	43 39
Walter Crane Fund	288 47	14 75		50 00	253 22
*Walter Crane Fund Property Account	9,386 95	586 81			9,973 76
Warner Fund	2 44	06	1 00		3 50
Williams Professorship Fund	4,823 99	233 67		50 00	5,007 66
*Williams Professorship Property	16,791 92	888 27			17,680 19
Wm. Wilson, Jr. Pharm. Fund	93				93
Woman's Gym. Fund—Peter White	103 85	3 09			106 94
Woman's Professorship Fund	14,056 81	808 44			14,865 25
Total	$278,159 18	$17,392 03	$7,664 32	$18,790 04	$284,425 49
Alumni Memorial Building Fund	75,501 92	4,269 20	19,810 50	33,315 37	66,266 25
Grand Total	$353,661 10	$21,661 23	$27,474 82	$52,105 41	$350,691 74

*The care of the Williams Professorship Property Account and the Walter Crane Property Account has been in the hands of Mr. George S. Field. A summary of the report of Mr. Field is in an appendix to the present report. (See Appendix.)

INVESTMENT DISTRIBUTION OF GIFT AND TRUST FUNDS.

NAME.	Cash in bank	Loans or property	Total
Adams Book Fund	$12 48		$12 48
A. M. Todd Prize Fund	200 00		200 00
Alice Freeman Palmer Memorial	269 22	$1,500 00	1,769 22
Allopathic Hospital Fund	452 27	2,000 00	2,452 27
American School at Rome	45		45
A. B. Whittier Botany Fellowship	69 00	4,000 00	4,069 00
Ann Arbor Branch College Alumnæ	105 34	150 00	255 34
Bates Professorship Fund	627 81	125,669 54	126,297 35
Ben Greet Dramatic Fund	372 72		372 74
Buhl Classical Fellowship	190 23		190 23
Buhl Law Library Fund	276 71		276 71
Class of '94 Scholarship	184 89	2,000 00	2,184 89
Class of '97 Scholarship	225 42	12 00	237 42
Class of '98 Scholarship	214 43	242 00	456 43
Class of '99 Law Fellowship	3 14	38 00	41 14
Class of '03 Memorial	167 17		167 17
Coyl Collection Library Fund	132 47	9,900 00	10,032 47
Frederick Stearns & Co. Pharm. Fellowship	50 00		50 00
Ford-Mercer Fund	139 29	20,500 00	20,639 29
Gas Association Fund	3 11		3 11
Goethe Fund	71	340 00	340 71
Good Government Club	68 96	800 00	868 96
Humanistic Series Fund	767 20		767 20
James B. Angell Fund	789 52	1,462 02	2,251 54
L. H. Stone Supplementary Loan Fund	68 24	5,865 00	5,933 24
Morris Alumni Fund	181 50	3,500 00	3,681 50
Music Hall Fund	1,683 36		1,683 36
Newton Van der Veer Loan Fund	477 59		477 59
Observatory Library Book Fund	10 00		10 00
Palmer Memorial Free Bed	35 92	15,035 16	15,071 08
Parke, Davis & Co. Fund	150 00		150 00
Peter White Fellowship American History	559 08		559 08
Peter White Classical Fellowship	7 37		7 37
Peter White Medical Library	1,007 50		1,007 50
Phillips Scholarship Fund	1,221 50		1,221 50
Pittsburg Alumni Scholarship	3 83		3 83
Philo Parsons Fund	140 92		140 92
Philosophy Library, Victoria Morris	36 92		36 92
Refractor Fund, Observatory	1,000 00		1,000 00
Saginaw Valley Alumnæ Association Scholarship Fund	1 83	240 00	241 83
Seth Harrison Scholarship	378 16	29,500 00	29,878 16
Special Latin Fund	86 84		86 84
Students' Lecture Association	314 11	1,049 70	1,363 81
Treadwell Free Bed	43 39		43 39
Walter Crane Fund	253 22	9,973 76	10,226 98
Warner Fund	3 50		3 50
Williams Professorship Fund	7 66	22,680 19	22,687 85
William Wilson, Jr., Pharmacy Fund	93		93
Woman's Gymnasium, Peter White	106 94		106 94
Woman's Professorship Fund	65 25	14,800 00	14,865 25
Total	$13,168 12	$271,257 37	$284,425 49
Alumni Memorial Building Fund	66,266 25		66,266 25
Grand Total	$79,434 37	$271,257 37	$350,691 74

APPENDIX A.

WILLIAMS PROFESSORSHIP FUND (PROPERTY ACCOUNT).

This is in the hands of Mr. George S. Field for management, and the summary of his report from June 15th, 1907, to June 15, 1908, is as follows:

Cash on hand, June 15th, 1908	$448 51	
Real Estate Mortgages	15,725 00	
Real Estate	1,506 68	
		$17,680 19
Contra.		
Total amount in valuation on hand at last report, June 15th, 1907	$16,791 92	
Net gain in value for year ending June 15th, 1908	888 27	
		$17,680 19

APPENDIX B.

WALTER CRANE FUND (PROPERTY ACCOUNT).

This is in the hands of Mr. George S. Field for management, and the summary of his report from June 15th, 1907, to June 15th, 1908, is as follows:

Amount of land contracts on hand June 15th, 1908	$20,773 25		
Real Estate	1,724 81		
Amount of cash in banks	2 02		
		$22,500 08	$22,500 08
Contra.			
Total amount in valuation on hand at last report, June 15th, 1907	$23,982 97		
		$21,227 97	
Less payments made by Field	$2,755 00		
Net gain in value for year ending June 15th, 1908		1,272 11	
			$22,500 08
Total amount in valuation on hand June 15th, 1908		$22,500 08	
Subject to loan of $12,526.32		12,526 32	
Total Walter Crane property account		$9,973 76	

GEORGE S. BAKER, Treasurer.

STATISTICAL TABLES

STATISTICAL TABLES.

TABLE I.

Comparative summary of statistics for the years 1907 and 1908.

Items.	1907.	1908.	Increase.	Decrease.
Districts and schools.				
Number of townships and cities reporting	1,308	1,308	.....	.....
Number of graded school districts	578	587	9	.....
Number of ungraded school districts	6,724	6,723	.....	1
Total	7,302	7,310	8	.....
Number of township unit districts	139	144	5	.....
School census of graded school districts	437,183	442,077	4,894	.....
School census of ungraded school districts	305,847	305,199	.....	648
Total	743,030	747,276	4,246	.....
Enrolled in graded school districts	305,668	314,470	8,802	.....
Enrollment in ungraded school districts	218,301	214,882	.....	3,419
Total	523,969	529,352	5,383	.....
Enrollment in graded school districts:				
Resident pupils	305,668	314,470	8,802	.....
Non-resident pupils	10,943	11,897	954	.....
Total	316,611	326,367	9,756	.....
Enrollment in ungraded school district:				
Resident pupils	218,301	214,882	.....	3,419
Non-resident pupils	7,839	7,859	20	.....
Total	226,140	222,741	.....	3,399
Enrollment in all school districts:				
Resident pupils	523,969	529,352	5,383	.....
Non-resident pupils	19,750	19,756	6	.....
Total	543,719	549,108	5,389	.....

TABLE I.—*Continued.*

Items.	1907.	1908.	Increase.	Decrease.
Enrollment in city school districts	249,134	253,312	4,178	
Percentage of attendance for the State	69	72	3	
Percentage of attendance in graded school districts	92	97	5	
Number of districts reporting having maintained school	7,235	7,272	37	
Average duration in months in graded schools	9.5	9.5		
Average duration in months in ungraded schools	8.4	8.4		
Average for the State	8.5	8.5		
Number of private and parochial schools reported	465	480	15	
Number of men teachers in such schools	341	362	21	
Number of women teachers in such schools	938	1,074	136	
Estimated number of pupils attending such schools	56,468	58,077	1,609	
Number of day schools for the deaf in the State	12	12		
Number of teachers employed in same	19	20	1	
Number of pupils attending same	148	145		3
Number of county normal training classes in the State	32	34	2	
Number of teachers employed in same	131	130		1
Number of graduates	400	447	47	
Teachers and their employments.				
Number of teachers necessary to supply graded schools	7,796	8,523	727	
Number of teachers necessary to supply ungraded schools	7,464	7,232		232
Total	15,260	15,755	495	
Number of men teachers employed in graded schools	1,019	1,055	36	
Number of men teachers employed in ungraded schools	1,483	1,378		108
Total	2,502	2,433		72
Number of women teachers employed in graded schools	7,507	7,700	193	
Number of women teachers employed in ungraded schools	7,277	7,274		3
Total	14,784	14,974	190	

TABLE I.—*Continued.*

Items.	1907.	1908.	Increase.	Decrease.
Whole number of different teachers employed in graded schools	8,526	8,755	229	.....
Whole number of different teachers employed in ungraded schools	8,760	8,652	.....	108
Total	17,286	17,407	121	.....
Average number of months taught by men in graded schools	9.58	9.04	.....	0.54
Average number of months taught by men in ungraded schools	7.22	7.69	0.47	.....
General average	8.19	8.48	0.29	.....
Average number of months taught by women in graded schools	9.46	9.91	0.45	.....
Average number of months taught by women in ungraded schools	7.23	7.08	.....	0.15
General average	8.36	9.91	1.55	.....
Total wages of men teachers in graded schools	$916,174 09	$997,849 76	$81,675 67	.....
Total wages of men teachers in ungraded schools	461,672 15	478,801 11	17,128 96	.....
Total	$1,377,846 24	$1,476,650 87	$98,804 63	.....
Total wages of women teachers in graded schools	$3,859,655 36	$4,173,514 38	$333,859 02	.....
Total wages of women teachers in ungraded schools	1,870,087 96	2,038,144 06	168,056 10	.....
Total	$5,709,743 32	$6,211,658 44	$501,915 12	.....
Aggregate wages of all teachers in graded schools	$4,755,829 45	$5,171,364 14	$415,534 69	.....
Aggregate wages of all teachers in ungraded schools	2,331,760 11	2,516,945 17	185,185 06	.....
Total	$7,087,589 56	$7,688,309 31	$600,719 75	.....
Aggregate wages of teachers in city school districts	$3,391,484 89	$3,599,255 29	$207,770 40	.....
Average monthly wages of men teachers in graded schools	$93 79	$99 34	$5 55	.....
Average monthly wages of men teachers in ungraded schools	43 08	45 17	2 09	.....
Average monthly wages of men teachers in all schools	$67 26	$71 52	$3 26	.....

TABLE I.--*Continued.*

Items.	1907.	1908.	Increase.	Decrease.
Average monthly wages of women teachers in graded schools	$50 57	$54 64	$4 07	
Average monthly wages of women teachers in ungraded schools	33 21	39 58	6 37	
Average monthly wages of women teachers in all schools	43 03	48 58	5 55	
Examination and certification of teachers.				
Number public examinations held	226	235	9	
Number of applicants for regular certificates	9,621	9,834	213	
Number of county first grade certificates granted	74	84	14	
Number of indorsed first grade certificates granted	47	36		11
Number of second grade certificates granted	2,089	1,756		333
Number of third grade certificates granted	3,789	3,807	18	
Whole number of regular certificates granted	5,999	5,683		316
Number of applicants for special certificates	1,086	1,062		24
Number of special certificates granted	913	883		30
Number holding certificates issued or indorsed by State Board of Education	610	638	28	
Number holding normal school certificates	1,905	1,745		160
Number holding certificates issued by city boards of education	2,790	1,973		817
Number holding county normal training class certificates	1,001	1,312	311	
Whole number of legally qualified teachers	17,842	18,048	206	
Number licensed without previous experience in teaching	1,957	1,840		117
Number of applicants who had attended state normal	1,328	1,386	58	
Number of applicants who had attended institute during the year	3,932	3,230		702
School property.				
Number of school houses	8,390	8,453	63	
Number of school houses to be built during year	148	132		16
Cost of same	$1,581,907 19	$2,329,500 00	$747,592 81	
Estimated value of property in graded school districts	$24,704,667 00	$26,183,802 00	$1,479,135 00	
Estimated value of property in ungraded school districts	6,239,367 00	6,187,827 00		$51,540 00
Total	$30,944,034 00	$32,371,629 00	$1,427,595 00	

TABLE I.—*Continued.*

Items.	1907.	1908.	Increase.	Decrease.
Financial.				
Amount of one-mill tax received	$1,058,866 43	$901,211 78		$157,654 65
Amount of primary school interest fund received	8,803,794 67	7,553,404 26		1,250,390 41
Amount received from non-resident tuition	120,112 81	134,608 00	$14,495 19	
Amount received from district taxes	4,223,343 58	5,234,851 13	1,011,507 55	
Amount received from all other sources	1,053,777 15	1,363,122 52	309,345 37	
Total net receipts	$15,259,894 64	$15,187,197 69		$72,696 95
Amount received from loans	1,072,233 91	1,177,888 25	$105,654 34	
Balance on hand from preceding year	2,870,032 06	6,319,039 39	3,448,718 33	
Total resources, including amount on hand from preceding year	$19,202,449 61	$22,684,125 13	$3,481,675 52	
Amount paid men teachers	$1,378,430 54	$1,476,425 87	$97,995 33	
Amount paid women teachers	5,713,435 82	6,224,567 30	511,131 48	
Amount paid for building, repairs and site	2,530,991 12	2,498,619 81		$32,371 31
Amount paid for general purposes		1,623,126 60		
Amount paid for all other purposes	2,463,025 44	1,401,033 68	561,134 84	
Total net expenditures	$12,085,882 92	$13,223,773 26	$1,137,890 34	
Amount paid on bonded indebtedness	781,496 72	864,611 08		
Balance carried to next year	6,335,069 97	8,595,740 99		
Total expenditures including amount on hand	$19,202,449 61	$22,684,125 33	$3,481,675 52	
Total expenditures in graded school districts	$8,665,490 61	$9,551,765 45	$886,274 84	
Total expenditures in ungraded school districts	3,420,392 31	3,672,007 81	251,615 50	
Total net expenditures	$12,085,882 92	$13,223,773 26	$1,137,890 34	
Total bonded indebtedness of districts	$3,636,184 41	$4,146,011 55	$509,827 14	
Total floating indebtedness of districts	234,773 53	167,543 43		$67,230 10
Total indebtedness	$3,870,957 94	$4,313,554 98	$442,597 04	
Total indebtedness in graded school districts	$3,493,842 01	$3,886,986 89	$393,144 88	
Total indebtedness in ungraded school districts	377,115 93	426,568 09	49,452 16	
Total indebtedness	$3,870,957 94	$4,313,554 98	$442,597 04	
Total amount due the districts	$406,793 25	$598,910 88	$192,117 63	
Amount received from non-resident tuition in graded school districts	$113,650 51	$127,374 83	$13,724 32	
Amount received from non-resident tuition in ungraded school districts	6,462 30	7,233 17	770 87	
Total	$120,112 81	$134,608 00	$14,495 19	

TABLE I.—*Continued.*

Items.	1907.	1908.	Increase.	Decrease.
School libraries.				
Number of townships reporting libraries	343	1,281	938	
Number of districts reporting libraries	5,211	5,285	74	
Total number of libraries	5,554	6,566	1,012	
Number of volumes in township libraries	166,309	141,863		24,446
Number of volumes in district libraries	1,218,889	1,271,384	52,495	
Total number of volumes in all libraries	1,385,198	1,413,247	28,049	
Amount of taxes voted for township libraries	$4,575 03	$3,911 58		$663 45
Amount received from county treasurers for township libraries	8,557 42	7,445 64	$1,111 78	
Number of townships forfeiting library money	878	1,031	153	
Amount paid for support of township libraries	$13,086 74	$12,600 89	$485 85	
Amount paid for support of district libraries	174,359 97	118,001 69		$56,358 28
Teachers institutes.				
Number of State institutes held	131	134	3	
Number of men enrolled at such institutes	5,391	12,268	6,877	
Number of women enrolled at such institutes	19,134	47,819	28,685	
Total enrollment	24,525	60,087	35,562	
Amount received from State treasurer for such institutes	$1,873 28	$2,800 08	$926 80	
Amount received from county treasurers for such institutes	11,471 45	10,439 93		$1,031 52
Total amount expended	$13,344 73	$13,240 01		$104 72
Miscellaneous.				
Number of counties reporting county teachers' associations	66	125	59	
Amount per diem received by examiners	$21,191 33	$19,310 90		$1,880 43
Amount paid commissioners of schools	86,200 00	88,070 00	$1,870 00	
Total compensation	$107,391 33	$107,380 90		

TABLE I.—*Concluded.*

Items.	1907.	1908.	Increase.	Decrease.
Amount allowed by supervisors for expenses of county boards	$13,683 38	$12,854 50	.....	$828 88
Amount paid and due inspectors for services	17,455 25	17,795 67	$340 42	.....
Amount paid chairmen of boards of inspectors	43,887 15	48,219 68	4,332 53	.....
Total amount of primary school interest fund apportioned	$3,735,274 00	$6,138,458 74	$2,403,184 74	.....
Rate per capita, May apportionment	$1 00	$6 50	$5 50	.....
Rate per capita, November apportionment	4 00	1 78	.....	$2 22
Rate per capita for year	$5 00	$8 28	$3 28	.....
Number of eighth grade diplomas granted during year	6,286	5,646	.....	640
Number of pupils in eighth grade exclusive of graded schools	14,414	13,062	.....	1,352
Number of districts furnishing free text books	1,006	1,308	302	.....
Number of districts reporting dictionaries in schools	6,894	7,361	467	.....
Number of districts reporting globes in schools	6,224	6,485	261	.....
Number of districts reporting maps in schools	6,773	6,774	1	.....
Total number of U. S. flags in school districts	6,999	7,288	289	.....
Total number of children in the State, blind or with defective vision	361	333	.....	28
Number of rural high schools in State	.....	2	2	.....
Number pupils enrolled in such schools	.....	26	26	.....

TABLE II.

Forty-sixth and forty-seventh semi-annual apportionment of the primary school interest fund.

Counties.	Apportionment made May 10, 1908, rate per capita, $6.50.			Apportionment made November 10, 1908, rate per capita, $1.78.		
	Whole number of children.	Number children included in apportionment.	Amount apportioned.	Whole number of children.	Number children included in apportionment.	Amount apportioned.
Totals	742,948	741,059	$4,816,883 50	743,027	742,458	$1,321,575 24
Alcona	2,072	2,072	$13,468 00	2,072	2,072	$3,688 16
Alger	1,981	1,981	*a* 12,621 50	1,981	1,981	*f* 3,456 35
Allegan	11,306	11,306	73,489 00	11,306	11,306	20,124 68
Alpena	6,370	6,370	41,405 00	6,370	6,370	11,338 60
Antrim	4,763	4,763	30,959 50	4,763	4,763	8,478 14
Arenac	3,560	3,560	23,140 00	3,560	3,560	6,336 80
Baraga	1,842	1,842	11,973 00	1,842	1,842	3,278 76
Barry	5,679	5,669	36,848 50	5,679	5,669	10,090 82
Bay	22,825	22,825	148,362 50	22,825	22,825	40,628 50
Benzie	3,227	3,224	20,956 00	3,227	3,224	5,738 72
Berrien	14,627	14,617	95,010 50	14,627	14,617	26,018 26
Branch	6,349	6,336	41,184 00	6,349	6,336	11,278 08
Calhoun	12,523	12,523	81,399 50	12,523	12,523	22,290 94
Cass	5,005	5,005	52,532 50	5,005	5,005	8,908 90
Charlevoix	5,370	5,370	34,905 00	5,370	5,370	9,558 60
Cheboygan	5,935	5,935	38,577 50	5,935	5,935	10,564 20
Chippewa	7,228	7,228	46,982 00	7,228	7,228	12,865 84
Clare	3,290	3,264	21,216 00	3,290	3,264	5,809 92
Clinton	6,335	6,335	41,177 50	6,335	6,335	11,276 30
Crawford	1,106	1,087	7,065 50	1,106	1,087	1,934 86
Delta	9,404	9,367	60,885 50	9,404	9,367	16,673 26
Dickinson	6,564	6,564	42,666 00	6,564	6,564	11,683 92
Eaton	7,156	7,156	46,514 00	7,156	7,156	12,737 68
Emmet	5,416	5,398	35,087 00	5,416	5,398	9,608 44
Genesee	10,509	10,509	68,308 50	10,509	10,509	18,706 02
Gladwin	2,878	2,878	18,707 00	2,878	2,878	5,122 84
Gogebic	6,394	6,394	41,561 00	6,394	6,394	11,381 32
Grand Traverse	6,290	6,290	40,885 00	6,290	6,290	11,196 20
Gratiot	8,256	8,102	52,663 00	8,256	8,256	*g* 15,696 68
Hillsdale	7,237	7,200	46,800 00	7,237	7,200	12,816 00
Houghton	24,639	24,635	*b* 160,217 50	24,639	24,635	43,850 30
Huron	11,840	11,466	74,529 00	11,922	11,922	*h* 24,185 16
Ingham	10,623	10,614	68,991 00	10,623	10,614	18,892 92
Ionia	8,631	8,631	56,101 50	8,631	8,631	15,363 18
Iosco	3,387	3,387	22,015 50	3,387	3,387	6,028 86
Iron	3,151	3,151	20,481 50	3,151	3,151	5,608 78
Isabella	6,965	6,965	45,272 50	6,965	6,965	12,397 70
Jackson	11,269	11,247	73,105 50	11,269	11,247	20,019 66
Kalamazoo	13,086	13,086	85,059 00	13,086	13,086	23,293 08
Kalkaska	2,264	2,264	14,716 00	2,264	2,264	4,029 92
Kent	39,629	39,622	257,543 00	39,629	39,622	70,527 16
Keweenaw	1,553	1,553	10,094 50	1,553	1,553	2,764 34
Lake	1,521	1,508	9,802 00	1,521	1,508	2,684 24
Lapeer	7,051	7,051	45,831 50	7,051	7,051	12,550 78
Leelanau	3,538	3,538	22,997 00	3,538	3,538	6,297 64
Lenawee	11,883	11,868	77,142 00	11,883	11,868	21,125 04
Livingston	4,586	4,556	29,614 00	4,586	4,572	*i* 8,242 16
Luce	952	952	6,188 00	952	952	1,694 56
Mackinac	2,625	2,599	16,893 50	2,625	2,599	4,626 22
Macomb	9,814	9,814	63,791 00	9,814	9,814	17,468 92
Manistee	9,220	9,220	59,930 00	9,220	9,220	16,411 60
Marquette	13,526	13,526	*c* 87,690 57	13,526	13,526	*j* 24,013 73
Mason	6,566	6,566	42,679 00	6,566	6,566	11,687 48
Mecosta	6,268	6,268	40,742 00	6,268	6,268	11,157 04

TABLE II.--*Concluded.*

Counties.	Apportionment made May 10, 1908, rate per capita, $6.50.			Apportionment made November 10, 1908, rate per capita, $1.78.		
	Whole number of children.	Number children included in apportionment.	Amount apportioned.	Whole number of children.	Number children included in apportionment.	Amount apportioned.
Menominee	9,601	9,601	$62,406 50	9,601	9,601	$17,089 78
Midland	4,674	4,657	30,270 50	4,674	4,666	*k* 8,363 98
Missaukee	3,615	3,575	23,237 50	3,615	3,575	6,363 50
Monroe	9,649	9,649	62,718 50	9,649	9,649	17,175 22
Montcalm	9,580	9,580	62,270 00	9,580	9,580	17,052 40
Montmorency	1,175	1,175	7,637 50	1,175	1,175	2,091 50
Muskegon	11,724	11,670	*d* 75,597 36	11,724	11,704	*l* 20,711 35
Newaygo	6,032	5,999	38,993 50	6,032	5,999	10,678 22
Oakland	10,835	10,799	70,193 50	10,835	10,799	19,222 22
Oceana	5,383	5,377	34,950 50	5,383	5,377	9,571 06
Ogemaw	3,154	3,148	20,462 00	3,154	3,148	5,603 44
Ontonagon	2,461	2,461	15,996 50	2,461	2,461	4,380 58
Osceola	6,003	6,003	39,019 50	6,003	6,003	10,685 34
Oscoda	759	728	4,732 00	759	728	1,295 84
Otsego	2,257	2,243	14,579 50	2,257	2,243	3,992 54
Ottawa	13,678	13,678	88,907 00	13,678	13,678	24,346 84
Presque Isle	3,490	3,405	22,132 50	3,490	3,490	*m* 6,764 70
Roscommon	593	555	3,607 50	590	552	*n* 968 32
Saginaw	26,229	25,581	166,276 50	26,229	26,229	*o* 50,899 62
St. Clair	16,429	16,429	106,788 50	16,429	16,429	29,243 62
St. Joseph	5,937	5,937	38,590 50	5,957	5,937	10,567 86
Sanilac	11,160	11,144	72,436 00	11,160	11,144	19,836 32
Schoolcraft	2,619	2,619	17,023 50	2,619	2,619	4,661 82
Shiawassee	7,988	7,978	51,857 00	7,988	7,978	14,200 84
Tuscola	10,047	10,047	65,305 50	10,047	10,047	17,883 66
Van Buren	9,349	9,340	60,710 00	9,349	9,340	16,625 20
Washtenaw	11,496	11,489	74,678 50	11,496	11,489	20,450 42
Wayne	114,781	114,781	*e* 751,566 50	114,781	114,781	204,310 18
Wexford	6,166	6,154	40,001 00	6,166	6,154	10,954 12

a Less $255.00 for having employed an unqualified teacher.
b Includes $90.00 deficiency, May and November, 1907.
c Less $228.43 for having employed an unqualified teacher.
d Less $257.64 for having employed an unqualified teacher.
e Includes $5,490.00 for children not included in census 1906, May and November, 1907.
f Less $69.83 for having employed an unqualified teacher.
g Includes $1,001.00 deficiencies May 10, 1908.
h Includes $2,964.00 deficiencies May 10, 1908.
i Includes $104.00 deficiencies May 10, 1908.
j Less $62.55 for having employed an unqualified teacher.
k Includes $58.50 deficiency May 10, 1908.
l Less $121.77 { $342.77 forfeitures for having employed unqualified teachers; $221.00 deficiency May 10, 1908.
m Includes $552.50 deficiencies May 10, 1908.
n Less $14.24 for children reported twice.
o Includes $4,212.00 deficiency May 10, 1908.

TABLE III.

General school statistics as reported by school inspectors for year ending July 13, 1908.

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children 5 years of age and under 20.	Number of children 5 years of age and under 20 that attended school during the year.	Whole number of days of school.	Percentage of attendance.	Number of school houses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Totals	1,308	7,310	7,272	587	144	747,276	529,552	1,247,590	72	8,453	$32,371,629 00	132	.....
Alcona	11	34	33	1	3	1,959	1,478	5,942	64	33	$38,850 00	1	.....
Alger	8	8	8	3	8	1,989	1,528	1,452	80	50	107,491 00	1	.....
Allegan	24	185	185	15	.....	11,271	8,5?9	31,566	73	194	331,0?5 00	2	.....
Alpena	8	18	18	1	5	6,549	3,751	3,047	66	70	124,950 00	4	.....
Antrim	15	71	71	6	.....	4,777	3,944	12,124	64	77	155,960 00	2	.....
Arenac	11	42	42	8	.....	3,517	2,729	7,271	67	43	71,915 00	1	.....
Baraga	5	5	5	2	5	1,961	1,290	940	80	25	75,401 00	2	.....
Barry	17	144	143	5	.....	5,749	4,554	24,173	78	146	199,280 00	1	.....
Bay	15	70	70	3	1	22,633	11,920	12,471	66	93	767,520 00	2	.....
Benzie	12	54	53	6	.....	3,350	2,833	8,279	74	55	97,075 00	.....	.....
Berrien	23	145	145	19	.....	14,531	10,945	29,265	74	172	526,250 00	2	.....
Branch	17	127	126	5	.....	6,293	4,988	21,498	83	131	262,555 00	.....	.....
Calhoun	23	164	164	8	.....	12,790	9,871	28,446	79	183	879,050 00	1	.....
Cass	16	112	111	5	.....	4,933	3,935	18,842	73	113	208,550 00	.....	.....
Charlevoix	15	67	66	4	.....	5,466	4,211	10,596	70	76	172,146 00	.....	.....
Cheboygan	19	56	58	3	3	5,893	4,135	9,181	68	78	199,385 00	3	.....
Chippewa	15	56	55	4	8	7,282	5,108	9,931	69	89	295,875 00	4	.....
Clare	17	69	69	4	.....	3,334	2,5?2	9,149	72	64	84,158 00	2	.....
Clinton	17	129	129	7	.....	6,332	4,570	22,238	70	131	234,228 00	1	.....
Crawford	5	26	25	1	.....	1,151	977	3,315	76	25	33,819 00	.....	.....
Delta	15	29	29	3	9	9,457	7,093	4,903	73	72	3?4,047 00	2	.....
Dickinson	8	8	8	2	6	6,896	5,160	1,5?0	91	38	393,700 00	3	.....
Eaton	18	144	144	9	.....	7,057	5,704	24,817	77	154	301,025 00	.....	.....
Emmet	16	73	73	5	.....	5,472	4,0?5	11,3?5	69	78	170,250 00	.....	.....
Genesee	20	157	157	13	.....	10,794	8,511	27,917	72	166	543,494 00	1	.....
Gladwin	13	55	54	3	2	2,865	2,219	8,973	73	57	74,350 00	.....	.....

Gogebic	8	8	8	3	6	6,665	4,978	1,586	81	42	410,500 00	1	.....
Grand Traverse	14	68	68	3	.....	6,336	5,293	10,688	69	75	251,850 00	1	.....
Gratiot	16	132	132	11	.....	8,354	6,714	22,438	77	135	240,735 00	.....	.....
Hillsdale	19	163	161	13	.....	7,252	5,699	28,190	78	166	329,375 00	.....	.....
Houghton	15	33	33	8	4	25,759	18,341	6,134	85	110	1,143,163 00	11	.....
Huron	27	122	122	21	.....	11,879	8,446	22,397	65	124	238,110 00	3	.....
Ingham	19	137	137	12	.....	10,707	8,016	23,738	77	155	419,735 00	2	.....
Ionia	18	141	141	12	.....	8,148	6,223	24,664	75	149	270,974 00	.....	.....
Iosco	13	31	31	7	1	3,372	2,567	5,540	68	37	65,550 00	2	.....
Iron	7	7	7	4	7	3,343	2,669	1,358	74	37	210,400 00	.....	.....
Isabella	17	106	106	4	.....	6,902	4,724	17,951	66	108	150,455 00	3	.....
Jackson	20	155	155	9	.....	11,423	8,094	27,062	71	170	527,720 00	.....	.....
Kalamazoo	17	133	130	8	.....	13,276	8,726	22,271	74	146	859,525 00	1	.....
Kalkaska	11	51	51	3	.....	2,309	1,923	7,973	60	53	81,625 00	.....	.....
Kent	25	205	205	17	.....	39,570	24,845	35,902	73	242	2,122,310 00	3	.....
Keweenaw	5	5	5	.....	3	1,768	1,329	949	75	12	16,000 00	.....	.....
Lake	11	45	44	3	.....	1,555	1,208	6,360	73	42	40,216 00	.....	.....
Lapeer	19	134	134	11	.....	6,889	5,270	23,920	72	137	203,850 00	.....	.....
Leelanau	11	58	58	3	.....	3,483	2,378	8,503	67	60	68,150 00	1	.....
Lenawee	24	196	195	12	.....	11,823	8,908	34,099	76	207	328,148 00	3	.....
Livingston	16	134	133	4	.....	4,558	3,589	21,822	67	137	166,050 00	.....	.....
Luce	4	4	4	1	4	962	919	765	75	16	30,500 00	2	.....
Mackinac	14	14	14	2	12	2,622	1,954	2,377	70	58	64,200 00	1	.....
Macomb	15	113	113	14	.....	9,749	6,287	20,170	68	120	336,495 00	2	.....
Manistee	14	65	65	6	.....	8,943	5,680	10,579	73	71	225,375 00	1	.....
Marquette	21	21	21	8	18	13,974	9,868	3,831	77	83	904,585 00	8	.....
Mason	15	66	65	3	.....	6,763	4,517	10,636	69	74	288,300 00	2	.....
Mecosta	17	109	109	7	.....	6,288	4,693	17,680	72	109	199,150 00	3	.....
Menominee	11	42	41	3	6	9,525	7,491	6,938	75	96	310,130 00	2	.....
Midland	17	81	81	3	.....	4,779	3,613	13,182	65	85	113,300 00	2	.....
Milwaukee	14	62	62	4	.....	3,680	2,915	9,935	64	62	98,921 00	.....	.....
Monroe	16	138	138	4	.....	9,637	6,417	24,147	73	142	228,100 00	1	.....
Montcalm	22	142	142	13	.....	9,499	7,078	24,364	71	145	224,435 00	3	.....
Montmorency	7	8	8	2	6	1,153	875	1,420	60	30	24,020 00	1	.....
Muskegon	20	92	91	9	.....	11,605	9,925	14,952	75	107	1,974,316 00	2	.....
Newaygo	22	123	121	5	.....	6,104	4,655	19,159	73	120	149,069 00	1	.....
Oakland	26	202	198	15	.....	10,869	8,337	34,754	71	210	583,925 00	.....	.....
Oceana	16	91	89	4	.....	5,450	4,140	14,894	69	93	142,006 00	2	.....
Ogemaw	13	49	49	3	1	3,157	2,394	8,302	64	53	68,450 00	.....	.....
Ontonagon	10	10	10	4	10	2,467	2,162	1,828	81	48	128,338 00	3	.....
Osceola	16	92	92	7	.....	6,031	4,547	15,807	71	96	142,105 00	2	.....
Oscoda	4	19	17	.....	1	725	574	2,269	65	28	14,205 00	1	.....
Otsego	9	38	37	3	1	2,336	1,640	5,789	64	43	62,550 00	1	.....
Ottawa	17	124	124	23	.....	13,848	9,985	21,984	75	134	431,207 00	1	.....

TABLE III.—*Concluded.*

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children 5 years of age and under 20.	Number of children 5 years of age and under 20 that attended school during the year.	Whole number of days of school.	Percentage of attendance.	Number of school houses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Presque Isle	14	36	36	3	5	3,629	2,247	5,353	61	47	$66,100 00	2	.....
Roscommon	7	27	24	1	.....	673	433	3,195	65	23	15,234 00	1	.....
Saginaw	30	164	164	9	.....	26,093	15,284	28,791	70	186	1,223,609 00	.....	.....
St. Clair	26	153	153	9	.....	15,855	10,466	27,906	69	173	825,450 00	2	.....
St. Joseph	18	123	123	8	.....	5,803	4,559	21,172	77	128	348,360 00	1	.....
Sanilac	28	154	154	26	.....	11,033	8,995	28,261	63	154	252,050 00	1	.....
Schoolcraft	10	10	10	1	9	2,617	1,965	1,943	65	35	98,170 00	1	.....
Shiawassee	18	124	123	10	.....	8,009	6,052	22,058	73	128	383,950 00	1	.....
Tuscola	23	151	151	12	.....	9,947	7,204	26,906	65	154	240,660 00	4	.....
Van Buren	19	153	152	15	.....	9,081	7,111	25,319	75	156	337,175 00	1	.....
Washtenaw	22	166	165	8	.....	11,533	7,774	27,870	77	178	723,165 00	.....	.....
Wayne	22	149	149	22	.....	116,961	75,096	27,283	71	243	6,025,634 00	8	.....
Wexford	17	81	80	7	.....	6,198	4,830	13,005	69	88	251,350 00	3	.....

TABLE IV.

Employment of teachers as reported by school inspectors for the year ending July 13, 1908.

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Totals	8,523	7,232	2,433	14,794	20,645	127,867	$1,476,650 87	$6,211,658 44	$7,688,309 31	$71 52	$48 58
Alcona	4	36	11	34	93	258	$4,250 50	$9,882 00	$14,132 50	$45 74	$34 42
Alger	39	18	13	48	114	431	8,737 50	33,291 00	42,028 50	76 64	77 24
Allegan	88	182	49	242	401	1,972	23,237 55	79,749 91	102,987 46	57 72	40 43
Alpena	56	62	8	112	75	961	5,480 00	39,806 70	45,286 70	73 06	41 42
Antrim	64	70	19	127	153	1,033	9,934 99	42,172 33	52,107 32	48 07	40 82
Arenac	30	36	16	55	134	457	7,189 00	18,183 63	25,372 63	53 87	39 84
Baraga	28	10	7	33	67	293	5,565 00	14,710 00	20,275 00	83 06	50 20
Barry	45	142	37	169	300	1,364	16,623 88	56,357 10	72,980 98	55 41	41 29
Bay	218	85	40	269	379	2,571	29,384 00	125,905 22	155,289 22	72 51	48 97
Benzie	42	48	18	88	126	640	7,958 62	25,562 50	33,521 12	63 16	39 94
Berrien	196	139	61	281	506	2,296	35,209 50	103,694 39	138,903 89	69 62	45 20
Branch	72	122	51	157	432	1,324	23,759 84	55,248 75	79,008 59	54 98	37 53
Calhoun	193	159	42	339	335	2,941	26,268 00	127,097 01	153,365 01	78 41	43 21
Cass	54	107	35	130	310	1,128	18,036 85	45,265 40	63,302 25	58 18	41 14
Charlevoix	69	66	16	120	116	908	8,181 75	41,446 64	49,628 39	70 53	45 64
Cheboygan	41	74	19	130	153	1,006	9,740 89	43,492 87	53,233 76	63 66	43 23
Chippewa	83	68	23	137	212	1,224	16,891 25	37,952 99	54,844 24	79 15	31 00
Clare	22	64	18	80	136	568	6,946 00	21,126 25	28,072 25	43 72	37 19
Clinton	46	125	29	179	213	1,302	13,675 50	55,139 09	68,814 59	63 26	32 42
Crawford	11	26	3	49	22	284	1,770 00	11,980 50	13,750 50	80 45	66 21
Delta	82	76	18	168	164	1,364	15,023 75	64,370 41	79,394 16	91 03	47 91
Dickinson	98	42	16	128	154	1,200	15,882 47	69,787 50	85,669 97	103 13	58 16
Eaton	92	137	37	224	317	1,768	18,926 50	73,319 11	92,245 61	59 78	41 25
Emmet	61	71	25	134	200	909	13,846 00	39,504 62	53,350 62	69 23	76 57
Genesee	140	148	54	253	442	2,245	27,159 50	95,006 56	122,166 06	61 44	42 31
Gladwin	15	53	14	61	114	468	5,234 00	16,853 17	22,087 17	45 90	36 01
Gogebic	123	23	10	137	94	1,362	11,935 00	69,502 41	81,437 41	12 69	58 96
Grand Traverse	74	72	22	128	186	1,055	13,865 25	47,096 66	60,961 91	75 08	44 64
Gratiot	66	25	47	204	330	1,446	17,509 22	57,408 32	74,917 54	53 06	39 70

TABLE IV.--*Concluded.*

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Hillsdale	88	155	53	209	440	1,739	$24,211 13	$65,613 36	$89,824 49	$55 02	$31 98
Houghton	401	149	57	482	541	4,548	58,963 50	261,537 93	320,501 43	108 80	57 40
Huron	83	111	49	149	457	1,345	26,387 30	55,035 50	81,422 80	57 74	40 92
Ingham	155	126	35	279	279	2,349	20,342 26	101,714 12	122,056 38	72 91	43 30
Ionia	107	132	41	222	310	1,871	16,641 40	75,035 77	91,677 17	53 68	40 10
Iosco	43	24	10	59	100	547	6,358 00	21,336 62	27,694 62	63 58	39 00
Iron	81	11	9	93	74	851	7,545 00	41,956 23	49,501 23	101 91	49 30
Isabella	31	102	10	128	154	1,021	9,167 50	42,505 20	51,672 70	59 53	41 53
Jackson	144	120	49	287	408	2,319	24,725 20	103,377 35	128,102 55	60 60	44 58
Kalamazoo	214	131	51	322	500	2,744	35,063 56	136,396 84	171,460 40	70 12	49 59
Kalkaska	8	49	9	77	46	521	2,713 00	21,707 34	24,420 34	58 98	41 70
Kent	577	199	69	731	627	6,659	54,657 50	431,167 02	485,824 52	87 19	63 02
Keweenaw	.....	36	5	37	49	308	3,390 00	15,130 02	18,520 02	69 14	49 12
Lake	10	40	10	54	81	305	3,942 48	10,919 50	14,861 98	48 67	35 44
Lapeer	60	126	29	172	249	1,397	15,127 75	53,876 05	69,003 80	60 80	37 89
Leelanau	13	60	18	63	130	438	8,022 00	17,910 00	25,932 00	61 70	40 66
Lenawee	119	90	46	297	377	2,521	24,378 92	106,042 16	130,421 08	64 60	46 82
Livingston	36	133	37	173	264	1,258	12,042 84	42,613 65	54,656 49	45 61	33 87
Luce	19	13	5	34	38	278	3,060 00	13,077 50	16,137 50	80 58	47 04
Mackinac	17	57	17	70	123	507	7,472 67	23,190 25	30,662 92	60 75	45 53
Macomb	96	100	37	164	333	1,413	21,331 86	58,671 82	80,003 68	66 06	41 45
Manistee	88	74	22	148	190	1,313	14,303 75	62,874 72	17,178 47	75 19	47 88
Marquette	228	46	29	255	272	2,424	28,975 00	138 433 13	167,408 13	106 15	57 10
Mason	59	66	10	125	92	1,034	7,394 16	46,155 25	53,549 41	80 38	44 68
Mecosta	45	102	23	152	171	1,106	9,871 25	41,852 17	51,723 42	57 72	37 84
Menominee	97	71	19	159	176	1,421	15,109 34	64,269 11	79,378 45	80 11	41 00
Midland	28	78	14	104	108	732	5,514 48	31,481 86	36,996 34	51 06	43 94
Milwaukee	23	63	20	81	133	582	7,284 25	23,589 25	30,873 50	54 76	40 53
Monroe	41	144	38	166	308	1,358	17,544 81	53,794 73	71,339 54	57 41	39 63
Montcalm	83	133	46	194	362	1,583	20,543 50	62,239 55	82,783 05	56 73	39 42
Montmorency	15	21	9	29	71	251	3,165 00	8,462 50	11,627 50	44 57	33 71
Muskegon	169	84	26	233	252	2,099	26,042 42	103,836 80	129,879 22	103 34	49 42
Newaygo	37	119	29	159	223	999	11,253 13	41,152 27	52,405 40	50 46	41 19
Oakland	139	178	31	309	288	2,746	20,709 75	108,267 09	128,976 84	71 90	39 42
Oceana	35	94	27	123	198	837	10,883 50	37,952 85	48,836 35	54 46	45 22

Ogemaw	16	48	6	61	50	521	3,000 00	19,123 00	22,123 00	60 00	37 70
Ontonagon	53	29	12	77	111	680	9,175 00	35,059 50	44,234 50	82 65	51 55
Osceola	52	91	27	138	213	1,047	12,029 50	42,022 13	54,051 63	56 47	40 13
Oscoda	.....	26	9	20	70	143	2,612 00	4,870 00	7,482 00	37 31	34 05
Otsego	29	36	6	71	54	443	3,562 50	19,256 65	22,819 15	65 98	41 20
Ottawa	142	110	47	214	420	1,947	26,817 10	81,957 46	108,774 56	83 85	42 09
Presque Isle	25	42	14	61	107	448	6,043 00	19,218 50	25,261 50	56 47	45 10
Roscommon	4	23	7	29	37	152	1,693 31	5,787 00	7,480 31	47 76	38 07
Saginaw	281	172	64	408	587	3,741	50,145 30	184,230 93	234,376 23	85 25	49 16
St. Clair	145	150	38	273	350	2,533	23,713 00	105,168 58	128,881 58	67 74	41 51
St. Joseph	92	116	36	181	301	1,562	17,547 89	62,638 74	80,186 63	58 26	40 10
Sanilac	67	132	79	138	665	1,212	36,128 97	49,813 10	85,942 07	56 70	41 09
Schoolcraft	30	32	9	58	81	528	6,470 25	26,330 50	32,800 75	79 89	49 85
Shiawassee	71	116	34	216	300	1,918	18,328 12	74,375 58	92,703 70	61 09	38 77
Tuscola	73	145	43	194	389	1,625	21,626 20	59,460 60	81,086 80	55 58	30 43
Van Buren	104	136	47	217	389	1,728	24,614 95	72,936 82	97,551 77	63 28	42 20
Washtenaw	160	59	33	310	295	2,688	31,349 42	116,451 87	147,801 29	105 01	43 31
Wayne	1 564	173	145	1,585	1,384	15,522	169,365 59	1,137,367 38	1,306,732 97	122 30	73 27
Wexford	74	73	20	168	139	1,137	10,068 25	51,501 55	61,569 80	72 44	45 28

TABLE V.

Resources of school districts as reported by school inspectors for the year ending July 13, 1908.

Counties.	Ordinary receipts.							Received from loans.	Money on hand July 8, 1907.	Total resources including amount on hand and loans.
	One mill tax.	Primary school interest fund.	Library money.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
Totals	$901,211 78	$7,553,404 26	$176,328 21	$134,608 00	$5,234,851 13	$1,186,794 31	$15,187,197 69	$1,177,888 25	$6,319,039 39	$22,684,125 33
Alcona	$81 97	$20,072 50	$20 85	$30 35	$7,381 15	$2,317 89	$29,904 71	$1,477 00	$23,911 85	$55,293 56
Alger	146 79	19,508 00	1,371 23	.....	49,853 26	2,893 80	73,773 08	12,500 00	13,248 31	99,521 39
Allegan	8,260 01	119,209 22	982 06	2,596 04	43,765 39	6,229 60	181,042 32	6,492 42	113,535 16	301,069 90
Alpena	160 00	48,544 00	232 99	.....	21,821 84	2,199 45	72,958 28	125 34	54,261 47	127,345 09
Antrim	3,518 86	48,073 94	244 33	694 22	37,372 41	4,013 28	93,917 04	1,176 85	54,009 18	149,103 07
Arenac	289 41	37,715 93	163 50	102 72	12,330 61	5,197 82	55,799 99	532 00	37,132 32	93,464 31
Baraga	845 00	18,699 00	527 88	.....	19,773 28	2,723 80	42,568 94	.....	18,660 56	61,229 50
Barry	13,091 67	58,220 91	844 61	2,093 93	34,695 18	2,115 64	91,061 94	10,180 88	38,440 63	159,683 45
Bay	725 79	243,055 67	880 40	1,393 19	110,454 55	11,100 00	367,609 00	16,358 00	166,172 06	550,139 06
Benzie	2,257 56	31,773 53	211 45	121 81	22,926 57	1,231 68	58,522 60	4,071 16	21,659 06	84,252 82
Berrien	14,828 43	144,755 75	3,101 27	4,452 58	101,802 08	5,232 52	274,172 63	24,412 94	130,496 43	429,082 00
Branch	19,757 64	65,607 00	661 10	2,671 98	34,001 18	2,558 24	125,257 14	1,115 09	63,740 67	190,112 90
Calhoun	21,511 93	129,806 00	3,318 41	4,243 13	184,343 31	4,370 57	347,593 35	2,985 00	146,554 44	497,132 79
Cass	13,472 88	46,259 98	539 48	1,514 10	36,237 28	2,104 89	100,128 61	4,520 00	35,744 40	140,393 01
Charlevoix	3,683 31	55,358 65	319 59	218 31	40,822 33	2,596 62	102,998 81	7,409 88	42,730 68	153,139 37
Cheboygan	2,215 84	58,985 13	964 30	503 47	35,697 82	31,111 71	129,478 29	24,305 15	46,217 74	200,001 16
Chippewa	9,823 59	73,736 00	1,501 85	94 07	65,772 80	7,025 10	157,953 47	5,560 00	97,074 10	260,587 57
Clare	1,245 92	32,701 32	44 09	463 91	11,243 57	6,790 50	52,489 25	1,553 06	43,706 97	97,749 28
Clinton	9,132 96	67,287 25	731 76	2,631 14	34,353 93	15,623 00	129,760 04	22,879 84	69,031 63	221,671 51
Crawford	760 23	9,726 00	.....	.....	10,788 59	2,121 97	23,396 79	82 81	14,411 66	37,891 26
Delta	1,905 37	95,662 22	703 15	586 60	82,587 23	50,995 69	232,440 26	38,000 00	54,968 73	325,408 99
Dickinson	7,439 18	69,114 00	998 41	347 93	104,179 40	4,534 08	186,613 00	.....	62,010 12	248,623 12
Eaton	16,957 81	72,720 50	505 73	3,416 67	54,393 11	1,389 91	149,386 73	282 86	62,791 15	212,460 74
Emmet	4,501 40	46,128 84	1,223 54	321 90	28,484 83	4,175 63	84,926 14	17,137 70	56,232 85	158,296 69
Genesee	29,716 90	106,871 00	1,894 67	6,224 52	71,980 24	4,059 70	220,747 03	57,098 78	81,156 32	359,002 13
Gladwin	617 70	28,244 00	50 83	589 61	14,518 91	2,472 75	46,493 80	10,389 52	31,354 56	88,237 88
Gogebic	7,096 81	65,981 00	1,157 32	92 50	122,324 50	3,775 43	200,427 56	6,427 30	129,414 05	336,268 91
Grand Traverse	6,457 92	61,802 71	304 64	1,000 12	41,132 86	4,681 67	115,379 92	2,908 17	34,147 86	152,435 95
Gratiot	9,767 11	83,565 22	815 17	2,149 10	44,185 76	3,849 04	144,331 40	9,060 24	69,911 11	223,302 75
Hillsdale	20,294 69	74,235 92	297 23	3,901 06	43,744 25	19,928 74	162,401 69	18,265 34	55,281 36	235,948 59

Houghton	95,772 05	257,807 00	5,984 85	5,164 74	281,417 56	16,190 85	662,337 05	48,304 95	346,236 65	1,056,878 65
Huron	9,172 51	121,990 68	428 00	1,092 60	36,793 46	3,270 86	172,757 51	1,804 59	125,613 88	300,175 98
Ingham	25,716 59	110,504 09	2,038 66	3,156 42	72,495 80	6,023 70	219,935 26	6,614 27	95,261 02	321,910 55
Ionia	14,718 69	88,365 50	1,351 45	4,320 95	35,772 27	3,364 66	147,913 52	2,598 35	82,974 10	233,485 97
Iosco	984 45	32,071 77	169 36	51 00	11,138 09	4,426 30	48,840 97	2,016 59	40,816 30	91,673 86
Iron	3,123 20	25,033 14	983 34	142 00	86,975 81	6,202 87	122,460 36	8,135 48	21,605 48	152,201 32
Isabella	3,495 87	66,994 68	857 16	761 60	24,655 84	3,359 82	100,124 97	5,485 60	67,031 53	172,642 10
Jackson	28,970 34	88,253 00	2,596 32	2,479 63	76,583 75	2,240 65	201,123 69	11,128 52	69,116 81	281,369 02
Kalamazoo	34,168 37	133,972 00	1,748 26	3,203 81	125,922 28	8,847 27	307,962 09	53,126 32	75,184 71	436,283 12
Kalkaska	1,598 50	21,975 02	329 20	128 00	20,523 51	3,941 42	48,495 74	4,232 91	27,286 90	80,015 55
Kent	86,704 01	414,858 24	3,642 90	5,196 75	223,021 62	13,445 78	746,869 30	25,885 52	355,842 24	1,128,597 06
Keweenaw	6,669 26	16,320 00	971 48	.....	22,294 12	1,460 61	47,715 47	300 00	20,339 20	68,354 67
Lake	283 88	13,788 00	18 74	.....	9,363 56	2,001 30	25,455 48	1,730 00	17,511 44	44,696 92
Lapeer	14,930 90	69,235 44	961 40	2,789 37	28,173 91	1,512 15	117,623 17	5,081 04	64,653 37	187,357 58
Leelanau	1,648 62	34,983 47	64 79	174 25	11,197 49	1,883 19	49,951 81	4,449 84	34,514 51	88,916 16
Lenawee	26,434 06	124,212 86	3,080 52	5,561 41	76,574 17	5,828 51	241,691 53	119,807 16	100,395 71	461,894 40
Livingston	14,689 96	46,286 00	296 64	2,209 37	20 206 56	1,706 37	85,394 90	485 00	36,057 60	121,937 50
Luce	1,780 02	9,900 00	309 71	.....	20,433 65	1,176 91	33,600 29	589 50	15,594 59	49,784 38
Mackinac	2,434 33	27,373 50	295 52	138 09	25,653 67	3,708 49	58,603 60	2,173 56	28,037 81	89,814 97
Macomb	13,552 62	103,326 50	1,717 33	2,496 82	30,950 20	4,888 45	156,931 92	12,681 20	119,921 81	289,534 93
Manistee	3,109 83	91,437 21	608 03	1,242 12	32,170 66	6,472 04	135,039 89	3,940 64	72,715 47	211,696 00
Marquette	23,626 46	142,018 57	2,923 33	39 75	194,969 80	99,923 12	463,501 03	99,300 00	114,624 22	677,425 25
Mason	2,132 12	61,938 67	964 34	804 64	30,426 80	4,931 17	101,197 74	121 61	53,314 06	154,633 41
Mecosta	2,844 77	63,814 16	348 92	475 23	32,397 13	6,711 61	106,591 82	192 08	73,258 94	180,042 84
Menominee	7,675 44	101,455 00	400 43	187 00	61,818 10	2,459 07	173,995 04	2,592 70	81,127 79	257,715 53
Midland	1,453 36	49,883 56	55 12	437 46	13,046 80	4,176 96	69,053 26	536 43	42,480 90	112,070 59
Missaukee	1,355 96	37,246 60	192 21	142 86	20,314 35	2,995 94	62,247 90	5,334 16	35,909 61	103,491 69
Monroe	6,356 21	99,156 40	1,118 16	1,855 31	13,557 35	2,522 07	138,015 90	2,422 04	91,736 24	218,717 78
Montcalm	7,797 69	92,599 67	747 09	2,570 14	38,222 71	3,749 78	145,687 08	7,992 33	91,778 88	245,458 29
Montmorency	454 60	12,360 50	33 00	.....	8,226 65	1,130 04	22,184 79	200 00	14,488 57	36,893 36
Muskegon	13,823 20	123,698 46	1,355 74	1,519 26	69,879 29	49,647 88	259,923 83	3,430 20	105,959 63	369,313 66
Newaygo	5,262 13	60,750 52	130 51	875 54	28,067 55	3,741 42	98,727 67	1,761 56	59,997 35	160,586 58
Oakland	29,382 87	109,719 31	2,356 48	5,233 46	67,336 83	4,942 28	218,971 23	1,629 83	102,277 87	322,878 93
Oceana	2,883 12	54,067 53	402 88	1,089 56	25,618 14	4,600 06	88,661 29	3,052 14	54,082 93	145,796 36
Ogemaw	275 16	32,573 50	203 06	183 25	15,537 69	3,472 23	52,244 89	.....	45,804 52	98,049 41
Ontonagon	3,171 12	27,332 50	322 72	71 50	56,821 67	5,048 61	92,768 12	9,100 00	24,441 95	126,310 07
Osceola	2,673 99	63,938 85	588 94	889 62	32,879 68	3,433 82	104,404 90	10,981 72	49,949 20	165,335 82
Oscoda	55 13	4,243 00	1 04	13 50	3,823 75	4,027 78	12,164 20	400 00	14,310 62	26,874 82
Otsego	2,252 26	22,755 81	439 00	174 03	22,108 83	3,255 31	50,985 24	9,584 92	18,970 04	79,540 20
Ottawa	5,178 22	138,171 60	476 70	1,456 35	54,588 15	26,789 61	226,660 63	45,415 81	110,868 39	382,944 83

TABLE V.--*Concluded.*

Counties.	Ordinary receipts.							Received from loans.	Money on hand July 8, 1907.	Total resources including amount on hand and loans.
	One mill tax.	Primary school interest fund.	Library money.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
Presque Isle	$1 617 89	$36,979 25	$207 29	$55 30	$20,756 85	$2,230 59	$61,847 17	$8,508 48	$41,196 36	$111,552 01
Roscommon	417 21	5,792 00	70 50	.....	4,221 31	3,507 33	14,008 35	478 53	10,884 31	25,371 19
Saginaw	5,675 32	262,955 25	1,531 66	3,942 19	156,575 34	12,351 16	443,030 92	58,347 71	177,077 92	678,456 55
St. Clair	20,947 25	168,961 77	2,366 75	1,329 23	68,493 05	4,702 26	266,800 31	51,312 05	144,405 46	462,517 82
St. Joseph	12,346 44	61,490 90	1,205 65	2,184 12	42,744 32	1,321 75	121,292 28	2,395 12	54,874 03	178,561 43
Sanilac	10,425 84	116,822 00	438 98	1,610 77	36,350 65	4,721 47	170,369 71	13,016 12	113,591 06	296,976 89
Schoolcraft	2,475 23	16,361 66	120 20	612 19	48,050 37	3,911 40	71,531 05	4,035 11	18,419 37	93,985 53
Shiawassee	15,985 09	84,939 82	688 05	2,105 97	53,610 55	20,720 10	178,049 58	4,425 92	60,675 72	243,151 22
Tuscola	10,619 00	104,258 52	412 85	2,856 91	31,192 40	3,233 96	152,573 64	4,178 01	107,115 58	263,867 23
Van Buren	15,208 19	96,091 07	1,445 04	6,279 73	47,790 60	4,190 45	171,105 08	12,976 62	66,751 59	250,733 29
Washtenaw	36,116 95	115,304 35	1,518 39	9,211 95	103,428 30	2,918 67	268,498 61	33,831 54	84,265 51	386,595 66
Wayne	24,963 32	1,189,767 01	99,778 17	3,034 31	989,428 92	561,896 96	286,886 69	147,529 57	509,408 48	3,525,806 74
Wexford	5,147 50	63,828 66	389 34	503 58	47,278 00	2,156 53	119,303 61	4,917 57	60,149 73	184,370 91

TABLE VI.

Expenditures of school districts as reported by school inspectors for the years ending July 13, 1908.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand July 13, 1908.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid men teachers.	Paid women teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid for general purposes.	Paid for incidental purposes.	Total net expenses.			
Totals	$1,476,425 87	$6,224,567 30	$2,498,619 81	$118,001 69	$1,623,126 60	$1,283,031 99	$13,223,773 26	$864,611 08	$8,595,740 99	$22,684,125 33
Alcona	$4,250 50	$9,772 00	$3,629 19	$71 35	$2,815 19	$2,319 18	$22,857 41	$832 08	$31,604 07	$55,293 56
Alger	8,737 50	23,291 00	15,716 86	2,003 34	7,540 39	8,030 94	65,320 03	18,849 33	15,352 03	99,521 39
Allegan	23,237 55	79,800 41	14,426 78	1,081 13	9,326 38	19,807 98	147,680 23	4,923 62	148,466 05	301,069 90
Alpena	5,480 00	39,806 70	2,440 44	709 06	4,913 00	8,676 45	62,025 65	221 48	65,097 96	127,345 09
Antrim	9,934 99	42,172 33	13,162 98	270 38	6,684 50	11,732 93	83,958 11	3,723 51	61,421 45	149,103 07
Arenac	7,189 00	18,183 63	5,160 72	134 69	4,904 81	5,474 83	41,047 68	1,976 12	50,440 51	93,464 31
Baraga	5,565 00	14,710 00	7,307 28	115 00	4,743 65	5,557 74	37,988 67	2,000 00	21,230 83	61,229 50
Barry	16,254 88	56,726 10	7,462 11	458 15	7,395 90	11,603 12	99,900 26	9,389 79	50,393 40	159,683 45
Bay	29,384 00	125,905 22	56,736 84	345 25	15,478 67	41,111 15	268,961 13	29,309 95	251,867 98	550,139 06
Benzie	7,958 62	25,594 50	6,443 63	403 75	3,686 41	6,979 29	51,066 20	3,542 05	29,644 57	84,252 82
Berrien	35,209 50	103,694 39	51,784 72	1,641 63	18,662 88	22,333 14	233,326 26	31,013 75	164,741 99	429,082 00
Branch	23,759 84	55,248 75	11,277 37	694 19	12,521 19	9,201 49	112,702 83	3,356 22	74,053 85	190,112 90
Calhoun	26,268 00	127,107 01	19,251 27	5,925 72	79,115 72	18,650 14	276,317 86	11,223 12	209,591 81	497,132 79
Cass	18,036 85	45,066 40	4,302 36	415 64	11,692 92	6,798 93	86,313 10	14,441 18	39,638 73	140,393 01
Charlevoix	9,740 89	43,492 87	8,916 99	1,109 53	8,356 08	11,672 41	84,088 77	11,157 00	58,693 60	153,139 37
Cheboygan	8,181 75	41,184 64	56,775 07	1,124 91	9,225 82	12,017 76	128,509 95	1,620 00	69,871 21	200,001 16
Chippewa	16,971 25	57,987 99	11,235 19	315 69	23,462 62	8,046 78	118,019 52	2,996 53	139,571 52	260,587 57
Clare	6,946 00	20,934 25	13,237 30	35 53	3,998 84	4,554 34	49,704 26	656 91	47,386 11	97,749 28
Clinton	13,075 50	55,139 09	48,683 29	485 14	5,756 32	13,059 67	136,799 01	5,914 43	78,958 07	221,671 51
Crawford	1,770 00	11,980 50	946 47	77 82	1,269 15	2,499 32	18,543 26	1,422 47	17,925 53	37,891 26
Delta	15,023 75	64,370 41	81,620 56	391 43	60,023 45	17,154 47	238,584 07	14,869 12	71,955 80	325,408 99
Dickinson	15,882 47	69,787 50	21,788 95	4,101 74	9,633 13	37,281 97	158,475 76	8,840 00	81,307 36	248,623 12
Eaton	18,926 50	73,319 11	17,899 00	633 52	8,904 46	16,895 61	136,578 20	4,621 71	71,260 83	212,460 74
Emmet	13,846 09	39,544 62	25,975 11	560 28	9,295 66	6,167 53	95,389 12	6,512 73	56,394 84	158,296 69
Genesee	27,159 50	95,006 56	29,962 94	4,193 21	21,762 84	23,523 96	201,609 01	9,155 69	148,237 43	359,002 13

TABLE VI.—*Concluded.*

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand July 13, 1908.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid men teachers.	Paid women teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid for general purposes.	Paid for incidental purposes.	Total net expenses.			
Gladwin	$5,234 00	$16,915 67	$7 473 79	$89 23	$4,959 30	$2,897 39	$37,569 38	$2,893 11	$47,775 39	$88,237 88
Gogebic	11,935 00	69,502 41	81,912 81	745 39	33,748 78	19,607 07	217,451 46	28,500 00	90,317 45	336,268 91
Grand Traverse	13,865 25	47,096 66	6,510 24	248 26	13,323 26	8,023 92	89,067 59	1,043 39	62,324 97	152,435 95
Gratiot	17,509 22	57,408 32	18,851 75	778 56	7,577 96	16,310 83	118,436 64	7,298 61	97,567 50	223,302 75
Hillsdale	24,211 13	65,613 36	17,274 10	704 80	28,173 50	13,108 45	149,085 34	9,002 61	77,860 64	235,948 59
Houghton	58,963 50	261,547 93	75,656 00	3,660 24	58,584 14	101,778 23	560,190 04	17,700 00	478,988 61	1,056,878 65
Huron	26,387 30	55,035 50	7,749 45	204 86	10,678 22	13,933 06	113,988 39	11,824 22	174,363 37	300,175 98
Ingham	20,342 26	101,714 12	18,761 96	6,611 26	19,006 33	18,890 15	185,326 08	13,274 75	123,309 72	321,910 55
Ionia	16,641 40	75,035 77	9,554 14	807 83	9,865 51	15,050 61	126,955 26	4,867 88	101,662 83	233,485 97
Iosco	6,382 75	21,336 62	2,832 24	124 96	5,422 84	5,442 35	40,541 76	1,178 79	48,953 31	91,673 86
Iron	7,545 00	41,956 23	23,727 07	517 00	7,773 04	23,804 17	105,322 51	11,500 00	35,378 81	152,201 32
Isabella	9,167 50	42,505 20	10,334 68	551 86	8,118 03	7,907 57	78,584 84	4,035 32	90,021 94	172,642 10
Jackson	24,725 20	103,374 35	7,597 15	2,089 59	35,416 83	13,977 42	187,180 54	17,702 60	76,485 88	281,369 02
Kalamazoo	35,063 56	136,116 84	46,716 88	6,318 30	55,568 94	16,771 06	296,555 58	47,589 42	92,138 12	436,283 12
Kalkaska	2,713 00	21,724 84	9,694 62	397 83	4,901 15	4,266 69	43,698 13	6,205 47	30,111 95	80,015 55
Kent	54,657 50	431,207 98	130,118 30	2,027 42	49,252 35	98,462 62	756,726 17	47,830 82	324,040 07	1,128,597 06
Keweenaw	3,390 00	15,130 02	8,967 53	399 72	4,880 05	6,372 73	39,140 05	200 00	28,914 62	68,354 67
Lake	3,942 48	10,665 50	4,477 39	18 70	1,489 24	2,838 96	23,432 27	156 43	21,108 22	44,696 92
Lapeer	15,127 75	53,876 05	10,928 37	596 25	8,243 86	10,550 79	99,323 07	4,495 06	83,569 45	187,387 58
Leelanau	8,022 00	17,910 00	7,128 15	66 75	1,930 09	3,329 60	38,386 59	2,555 00	47,974 57	88,916 16
Lenawee	24,378 92	106,042 16	73,203 77	4,229 79	24,762 33	19,874 42	242,491 39	62,980 65	146,422 36	461,894 40
Livingston	12,042 84	42,613 65	3,394 07	223 44	2,447 38	10,275 44	69,996 82	1,812 19	49,128 49	121,937 50
Luce	3,060 00	13,077 50	7,966 26	183 44	2,050 30	4,898 04	31,235 54	866 64	17,682 20	49,784 38
Mackinac	7,472 67	23,500 25	11,781 65	200 44	6,855 78	8,217 97	58,028 76	1,133 33	30,652 88	89,814 97
Macomb	21,331 86	58,071 82	33,445 69	3,003 82	7,812 96	17,256 36	141,522 51	5,725 66	142,286 76	289,534 93
Manistee	14,303 75	62,874 72	14,576 68	296 79	18,233 51	7,405 15	117,690 60	6,700 00	87,305 40	211,696 00
Marquette	28,975 00	138,433 13	114,134 31	1,945 39	51,579 44	41,455 40	376,522 67	74,509 11	226,393 47	677,425 25
Mason	7,394 16	46,155 25	6,650 36	215 57	6,165 05	13,389 34	79,969 73	4,996 57	69,667 11	154,633 41
Mecosta	9,871 25	41,852 17	30,751 34	519 82	10,435 67	5,871 95	99,302 21	1,960 06	78,780 57	180,042 84
Menominee	15,109 34	67,269 11	47,296 20	207 81	22,063 66	10,251 46	162,197 58	10,562 16	84,955 79	257,715 53
Midland	5,514 48	31,481 86	3,556 74	79 06	4,265 30	5,270 29	50,169 82	1,979 40	59,921 37	112,070 59
Missaukee	7,284 25	23,605 75	9,598 31	68 25	3,886 58	6,370 11	50,813 25	4,656 62	48,019 82	103,491 69
Monroe	17,544 81	53,794 73	16,870 47	1,571 07	9,302 42	8,063 73	107,147 23	3,426 81	108,143 74	218,717 78
Montcalm	20,543 50	62,239 55	12,057 59	768 40	8,999 66	16,077 14	120,645 84	5,050 42	119,752 03	245,458 29
Montmorency	3,125 00	8,497 50	1,903 24	9 00	1,571 18	3,533 14	18,639 06	.....	18,254 30	36,893 36

Muskegon	26,042 42	103,886 80	27,129 31	8,520 10	17,291 03	35,680 44	218,550 10	6,900 29	143,863 27	369,313 66
Newaygo	11,253 13	41,152 27	7,719 78	231 07	7,248 80	8,910 72	76,515 77	2,439 03	81,631 78	160,586 58
Oakland	20,709 75	108,267 09	19,242 06	1,726 27	24,947 03	20,748 73	195,640 93	4,856 03	122,379 97	322,878 93
Oceana	10,883 50	37,952 85	13,568 15	421 19	4,848 73	7,877 00	75,551 42	3,768 41	66,476 53	145,796 36
Ogemaw	3,000 00	19,267 00	5,194 82	40 68	3,893 38	4,115 60	35,511 48	140,099 02	48,438 91	98,049 41
Ontonagon	9,175 00	35,059 50	10,904 63	272 47	10,431 19	13,258 71	79,101 50	14,231 72	32,976 85	126,310 07
Osceola	12,029 50	41,987 13	15,771 94	453 09	6,888 16	10,441 56	87,571 40	5,919 27	71,845 15	165,335 82
Oscoda	2,612 00	4,870 00	2,406 79	.....	896 74	1,726 03	12,511 56	190 00	14,173 26	26,874 82
Otsego	3,562 50	19,277 65	6,418 66	262 64	4,809 39	4,399 35	38,730 19	3,400 97	37,409 04	79,540 20
Ottawa	26,817 10	81,957 46	45,917 45	1,219 06	24,232 19	28,066 20	208,209 46	5,426 21	169,309 16	382,944 83
Presque Isle	6,043 00	19,218 50	7,352 61	78 42	5,963 11	5,474 95	44,130 59	10,456 69	56,964 73	111,552 01
Roscommon	1,693 31	5,787 00	1,896 36	31 56	989 43	1,074 91	11,472 57	178 03	13,720 59	25,371 19
Saginaw	50,145 30	184,230 93	56,796 75	4,940 05	48,591 17	31,488 73	376,192 93	37,797 86	264,465 76	678,456 55
St. Clair	23,713 50	105,168 08	91,032 04	1,706 73	15,050 84	25,739 15	262,410 34	9,146 97	190,960 51	462,517 82
St. Joseph	17,547 89	62,637 74	6,338 15	348 86	11,264 11	13,908 94	92,242 69	8,603 22	58,012 52	178,561 43
Sanilac	36,126 97	49,813 10	27,257 90	281 14	11,586 85	14,090 16	139,148 18	11,833 94	145,984 77	296,976 89
Schoolcraft	6,549 00	26,426 90	9,470 39	348 93	4,606 66	9,430 11	56,831 99	4,871 32	32,282 22	93,985 53
Shiawassee	18,328 12	74,375 58	14,617 88	553 01	14,694 51	14,026 38	136,595 48	9,148 50	97,407 24	243,151 22
Tuscola	21,626 20	59,455 60	9,037 44	299 63	9,732 82	15,193 02	115,344 11	10,558 72	137,964 40	263,867 23
Van Buren	24,614 95	72,936 82	13,051 74	1,171 45	16,023 92	18,180 29	145,979 17	11,267 06	93,487 06	250,733 29
Washtenaw	31,349 42	116,361 87	60,598 51	3,982 76	22,953 68	34,658 64	269,904 88	13,291 79	103,398 99	386,595 66
Wayne	169,365 59	1,137,367 38	600,426 33	22,460 55	454,960 70	41;946 50	2,426,527 55	44,207 91	1,055,071 28	3,525,806 74
Wexford	10,068 25	51,501 55	16,870 84	873 73	9,737 45	10,011 10	99,062 92	3,132 23	82,175 76	184,370 91

TABLE VII.—*Miscellaneous statistics as reported by school inspectors for year ending July 13, 1908.*

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school board for services.	Amount paid and due township chairman and other officers for services.
Totals	$4,146,011 55	$4,313,554 98	$598,910 88	$17,795 67	$48,219 68
Alcona	$5,625 00	$6,102 77	$3,202 47	$111 50	$70 50
Alger	30,000 00	33,700 00	13,201 25	604 00	1,127 25
Allegan	14,200 00	16,394 02	4,444 40	181 70	56 95
Alpena	.....	35 00	2,181 54	364 50	605 00
Antrim	3,400 00	4,855 86	5,193 81	87 75	14 25
Arenac	14,360 00	14,822 27	4,767 00	84 00	12 00
Baraga	19,000 00	19,000 00	3,176 20	192 00	900 00
Barry	6,000 00	7,189 10	5,333 90	163 75	175 75
Bay	128,250 00	156,925 99	3,190 97	245 05	867 50
Benzie	13,837 37	14,600 83	10,202 66	107 25	10 50
Berrien	41,800 00	43,890 76	11,148 08	148 75	615 75
Branch	7,000 00	7,555 09	2,435 83	113 25	212 75
Calhoun	25,600 00	25,979 63	2,199 69	115 30	769 50
Cass	18,080 00	18,432 03	10,319 33	129 00	81 00
Charlevoix	46,780 00	46,922 92	6,035 28	92 81	123 50
Cheboygan	82,200 00	82,621 64	9,970 61	157 50	179 50
Chippewa	127,071 57	129,601 57	9,485 39	373 50	1,008 00
Clare	8,900 00	10,917 43	4,235 58	177 50	68 75
Clinton	26,274 84	30,874 84	1,528 42	137 13	93 88
Crawford	4,000 00	4,007 81	3,583 52	47 20	16 10
Delta	128,826 00	129,856 00	13,185 60	272 00	1,608 00
Dickinson	98,340 00	98,840 00	387 04	236 00	2,000 00
Eaton	5,287 00	6,746 73	7,182 16	126 75	354 50
Emmet	43,100 00	45,668 08	24,965 33	175 87	53 50
Genesee	119,700 00	119,904 12	10,589 68	225 00	520 75
Gladwin	36,030 77	36,713 78	4,657 09	164 22	122 62
Gogebic	104,500 00	104,500 00	946 76	190 00	2,155 00
Grand Traverse	20,400 00	22,917 87	10,999 64	134 50	15 00
Gratiot	39,351 91	40,060 09	10,010 24	919 27	12 01
Hillsdale	49,800 00	62,448 21	4,933 67	115 75	218 00
Houghton	121,300 00	121,835 70	2,680 80	605 00	1,122 00
Huron	65,152 70	70,483 08	9,718 99	283 00	65 00
Ingham	19,450 00	24,964 27	4,713 55	89 25	64 75
Ionia	11,500 00	12,955 38	6,313 52	92 00	158 25
Iosco	4,850 00	1,290 53	6,562 58	169 26	208 25
Iron	74,000 00	63,135 48	18,430 95	381 10	1,024 00
Isabella	27,318 75	28,386 08	17,190 93	150 75	229 25
Jackson	143,100 00	143,133 84	8,394 22	140 75	1,098 17
Kalamazoo	185,700 00	201,060 39	6,131 73	96 25	914 50
Kalkaska	9,870 00	10,014 91	3,984 31	113 20	26 50
Kent	172,725 00	179,420 15	9,666 75	213 47	2,048 92
Keweenaw	.....	.....	1,425 87	164 00	370 00
Lake	2,000 00	2,376 62	6,952 17	96 25	17 75
Lapeer	10,316 51	11,479 05	6,122 31	84 20	84 00
Leelanau	1,060 00	4,535 64	5,090 22	100 85	11 75
Lenawee	134,500 00	135,517 16	6,377 42	129 00	320 50
Livingston	2,370 00	2,407 00	3,409 10	177 25	16 25
Luce	40,000 00	40,000 00	40 00	234 00	715 00
Mackinac	10,775 00	10,907 44	3,654 19	612 87	1,535 00
Macomb	36,481 00	37,645 20	418 18	187 13	301 00
Manistee	9,245 00	10,598 23	11,692 00	138 50	226 50
Marquette	273,957 00	274,957 00	2,183 26	465 00	4,210 50
Mason	22,700 00	23,798 08	13,591 71	107 25	306 00
Mecosta	3,500 00	3,808 24	10,339 26	109 75	176 00
Menominee	24,400 00	27,952 30	8,056 27	297 15	1,631 60

TABLE VII.—*Concluded.*

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school board for services.	Amount paid and due township chairman and other officers for services.
Midland	$2,169 00	$2,561 97	$1,879 23	$122 60	$94 25
Milwaukee	16,390 00	18,822 33	3,174 99	144 75	31 00
Monroe	8,724 69	19,003 31	3,491 78	115 25	45 50
Montcalm	30,041 00	33,931 66	22,258 55	166 00	79 50
Montmorency	.....	240 00	887 28	377 35	351 48
Muskegon	133,800 00	134,101 38	15,450 55	242 20	155 25
Newaygo	6,037 40	6,855 97	12,567 62	199 25	28 50
Oakland	92,400 00	93,445 60	8,658 54	215 25	185 50
Oceana	29,475 00	12,563 13	9,283 00	201 85	60 75
Ogemaw	7,163 22	7,347 79	4,655 16	167 50	45 50
Ontonagon	19,400 00	21,447 75	1,649 18	774 00	1,865 00
Osceola	9,388 00	12,301 72	6,789 75	116 50	18 75
Oscoda	.....	338 93	7,762 99	89 25	61 75
Otsego	17,665 00	18,145 00	3,500 99	120 00	72 50
Ottawa	104,520 00	108,287 12	11,359 87	174 63	146 75
Presque Isle	12,838 03	15,247 84	253 53	296 75	139 00
Roscommon	4,200 00	5,530 56	1,807 50	45 95	2 00
Saginaw	111,825 50	118,221 25	43,286 12	818 10	2,651 70
St. Clair	38,254 00	59,628 57	3,505 11	212 25	204 50
St. Joseph	51,500 00	55,633 58	1,557 82	107 75	246 75
Sanilac	42,241 50	45,618 89	1,797 90	188 00	115 00
Schoolcraft	4,900 00	7,379 01	5,936 16	475 60	1,536 00
Shiawassee	29,500 00	33,731 12	2,009 06	112 25	93 00
Tuscola	25,125 00	26,983 68	9,015 94	243 25	51 75
Van Buren	25,337 75	26,112 32	12,085 59	141 75	64 25
Washtenaw	238,489 49	239,155 71	2,973 10	65 25	218 25
Wayne	394,706 55	404,607 62	15,477 27	216 00	8,689 00
Wexford	15,935 00	16,575 07	8,962 87	216 36	17 25

TABLE VIII.

Cost per capita of the public schools of the State for the year ending July 15, 1908.

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Totals	442,077	305,199	314,470	214,882	$11 18	$8 37	$10 30	$16 36	$11 89	$14 54	$30 37	$17 08	$24 98
Alcona	174	1,785	148	1,330	$10 29	$6 91	$7 21	$12 10	$9 27	$9 56	$16 81	$15 31	$15 47
Alger	1,455	534	1,179	349	15 89	16 68	11 07	19 52	25 52	14 41	42 06	45 06	42 74
Allegan	3,520	7,751	2,817	5,752	11 73	7 96	9 14	14 63	10 72	12 02	22 85	11 19	17 23
Alpena	4,141	2,408	2,295	1,456	6 67	7 32	6 91	12 04	12 11	12 07	16 84	16 04	16 26
Antrim	2,086	2,691	1,939	2,005	13 45	8 92	10 90	12 39	14 00	10 53	25 71	17 01	16 98
Arenac	1,568	1,949	1,272	1,457	7 97	6 58	7 21	9 83	8 83	9 18	16 72	13 57	15 04
Baraga	1,624	337	1,049	241	9 86	12 61	10 33	15 27	17 63	15 71	30 33	32 49	37 20
Barry	1,619	4,130	1,373	2,981	16 77	11 09	12 52	19 77	15 37	16 89	31 91	18 86	22 97
Bay	15,247	7,386	7,716	4,204	7 85	4 80	6 86	15 52	8 44	13 02	26 06	15 02	22 56
Benzie	1,682	1,668	1,532	1,301	11 12	8 91	10 01	12 21	11 41	11 84	18 00	18 21	18 10
Berrien	7,963	6,556	6,506	4,439	11 53	7 16	9 55	14 12	10 59	12 68	26 13	14 28	21 32
Branch	2,383	3,910	2,038	2,950	15 25	10 86	12 55	17 93	14 39	15 83	28 77	18 32	22 59
Calhoun	8,348	4,442	6,594	3,277	12 64	10 76	11 99	16 00	14 59	15 53	32 38	19 16	27 99
Cass	1,881	3,052	1,746	2,189	14 24	11 89	12 79	23 91	16 58	16 03	23 97	20 30	21 93
Charlevoix	3,009	2,457	2,379	1,832	10 56	8 73	9 73	13 35	11 70	12 64	20 94	18 26	19 77
Cheboygan	2,678	3,215	1,785	2,350	8 14	8 56	8 37	12 22	11 72	11 93	47 58	18 62	31 07
Chippewa	4,431	2,851	3,125	1,983	11 25	8 79	10 29	15 96	12 68	14 67	24 96	20 02	23 10
Clare	1,099	2,235	877	1,645	9 04	8 02	8 36	11 33	10 90	11 05	26 56	16 04	19 70
Clinton	1,753	4,579	1,601	2,969	15 54	9 07	10 86	17 01	14 00	15 05	52 74	17 63	29 93
Crawford	555	596	480	497	10 72	13 08	11 94	12 31	15 69	14 07	17 06	20 82	18 97
Delta	5,629	3,828	4,381	2,712	8 63	8 04	8 39	11 09	11 42	11 19	41 19	21 79	33 63
Dickinson	5,114	1,782	3,958	1,202	12 21	13 03	12 42	15 77	19 32	16 60	29 34	35 23	30 71
Eaton	3,058	3,999	2,630	3,074	15 55	11 17	13 07	18 08	14 53	16 17	29 56	19 13	23 94
Emmet	2,925	2,547	2,331	1,734	11 13	8 16	13 13	13 97	11 99	13 13	27 95	17 43	23 46
Genesee	6,129	4,665	5,107	3,404	12 39	9 89	11 31	14 87	13 56	14 35	27 87	17 40	23 68
Gladwin	616	2,249	545	1,674	10 92	6 85	7 73	12 34	9 21	9 97	21 39	15 47	16 93
Gogebic	5,790	875	4,297	681	12 06	13 21	12 21	16 26	16 98	16 35	43 09	45 94	43 68
Grand Traverse	3,111	3,225	2,902	2,391	11 75	7 56	9 63	12 60	10 19	11 51	18 68	14 56	16 82
Gratiot	2,934	5,420	2,584	4,130	11 67	7 50	8 96	13 21	9 84	11 15	25 46	12 74	17 64
Hillsdale	2,710	4,542	2,366	3,333	15 72	10 39	12 38	18 01	14 16	15 58	37 51	18 00	26 15
Houghton	21,440	4,319	15,348	2,993	12 96	9 85	12 44	18 10	14 22	17 47	29 26	33 77	30 53
Huron	4,324	7,555	3,176	5,270	8 09	5 80	6 93	11 83	8 31	9 61	17 22	11 26	13 49
Ingham	7,157	3,550	5,364	2,652	11 65	10 88	11 39	15 55	14 56	15 22	25 46	18 37	23 12
Ionia	3,978	4,170	3,275	2,948	12 45	10 09	11 25	15 13	14 28	14 73	21 71	18 93	20 40
Iosco	2,158	1,214	1,729	858	9 14	6 57	8 22	11 41	9 33	10 71	16 86	14 43	16 06
Iron	3,013	330	2,452	217	14 89	13 98	14 80	18 30	21 26	18 54	39 52	38 72	39 46
Isabella	1,555	5,347	943	3,781	10 44	6 58	7 48	17 32	9 37	10 93	32 97	12 56	16 63
Jackson	7,072	4,351	5,011	3,083	11 85	10 16	11 21	16 73	14 34	15 82	26 08	18 27	23 12
Kalamazoo	9,435	3,841	5,846	2,880	13 70	10 90	12 89	22 11	14 54	19 61	40 93	19 87	33 98
Kalkaska	692	1,617	622	1,301	12 48	9 76	10 58	13 89	12 14	12 70	28 65	19 88	22 77
Kent	30,635	8,935	18,800	6,045	13 70	7 39	12 28	22 33	10 93	19 55	34 93	16 53	30 45
Keweenaw	.....	1,768	.....	1,329	.....	10 47	10 47	.....	13 93	13 93	.....	29 45	29 45
Lake	530	1,016	471	737	8 13	10 06	9 39	9 30	13 87	12 09	13 20	23 35	19 39
Lapeer	2,063	4,826	1,668	3,602	14 42	8 13	10 00	17 84	10 89	13 09	28 47	14 38	18 34
Leelanau	644	2,839	511	1,867	9 58	6 96	7 44	12 07	10 58	10 90	27 32	13 08	16 14
Lenawee	5,210	6,613	4,205	4,703	12 36	9 98	11 03	15 32	14 03	14 64	30 94	17 97	23 34
Livingston	1,141	3,417	965	2,624	15 10	10 95	11 99	17 86	14 25	15 22	27 24	17 03	19 78
Luce	612	350	620	293	17 97	14 67	16 77	17 57	17 52	17 55	34 06	33 77	33 98
Mackinac	847	1,775	581	1,373	11 15	12 12	11 81	16 26	15 67	15 85	31 60	28 89	29 69
Macomb	4,600	5,149	3,136	3,151	10 05	6 55	8 13	14 75	10 70	12 72	30 44	14 61	22 51

TABLE VIII.—*Concluded.*

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school district.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Engraded school districts.	All school districts.
Manistee	4,694	4,249	2,995	2,685	$10 72	$6 31	$8 63	$16 90	$9 99	$13 58	$24 91	$16 04	$20 72
Marquette	12,374	1,600	8,750	1,118	12 00	11 76	11 98	16 98	16 83	16 96	39 33	28 89	38 15
Mason	3,079	3,684	1,856	2,661	9 45	6 62	7 91	15 69	9 17	11 85	24 20	13 17	17 70
Mecosta	2,089	4,199	1,666	3,027	10 10	7 26	8 22	12 73	10 07	11 02	34 93	13 57	21 15
Menominee	5,710	3,815	4,789	2,702	9 51	7 35	8 64	11 34	10 38	10 99	23 99	13 79	21 65
Midland	1,163	3,616	1,081	2,532	11 89	6 40	7 72	12 79	9 14	10 23	16 99	12 55	13 88
Missaukee	1,019	2,661	923	1,992	9 91	7 81	8 39	10 94	10 43	10 59	17 91	17 25	17 43
Monroe	2,384	7,253	1,462	4,955	8 87	7 07	7 40	13 71	10 34	11 13	25 95	13 96	16 69
Montcalm	3,367	6,132	2,713	4,365	11 79	7 02	8 79	14 63	9 87	11 69	21 43	14 31	17 04
Montmorency	549	604	510	365	9 64	10 47	10 08	10 38	17 33	13 28	17 24	26 96	21 30
Muskegon	8,065	3,520	7,486	2,439	12 85	7 38	11 19	13 88	10 65	13 09	24 07	15 71	22 02
Newaygo	1,445	4,659	1,194	3,461	11 46	7 69	8 58	13 86	10 35	11 25	19 80	15 27	16 43
Oakland	5,385	5,484	4,513	3,824	13 40	10 35	11 86	15 99	14 85	15 47	26 96	19 33	23 46
Oceana	1,327	4,129	1,049	3,091	13 57	7 39	8 93	17 17	9 93	11 77	27 01	15 27	18 24
Ogemaw	1,064	2,093	853	1,541	6 57	7 29	7 05	8 20	9 90	9 30	14 65	14 93	14 82
Ontonagon	1,545	922	1,319	843	18 72	16 60	17 93	21 93	18 15	20 46	39 08	32 68	36 58
Osceola	1,976	4,055	1,635	2,912	12 68	7 13	8 95	15 33	9 94	11 87	26 02	15 45	19 25
Oscoda	.....	725	.....	574	.....	10 70	10 70	.....	13 02	13 02	.....	21 79	21 79
Otsego	943	1,393	692	948	10 74	9 84	9 77	14 63	13 41	13 92	22 92	24 64	23 62
Ottawa	7,802	6,046	5,679	4,306	8 92	6 47	7 87	12 26	9 08	10 89	27 20	12 47	20 85
Presque Isle	1,405	2,224	1,054	1,193	8 38	6 06	6 93	11 17	11 00	11 24	22 14	17 42	19 63
Roscommon	132	541	94	339	15 03	10 15	11 11	21 11	16 21	17 27	28 81	26 14	26 49
Saginaw	15,725	10,368	9,191	6,093	10 95	5 98	8 98	18 73	10 19	15 33	31 98	13 48	24 61
St. Clair	8,766	7,089	5,561	4,905	8 83	7 25	8 12	13 92	10 48	12 31	34 61	14 25	25 07
St. Joseph	2,931	2,872	2,570	2,289	15 83	11 75	13 81	18 02	14 79	16 68	26 14	19 55	23 03
Sanilac	3,491	7,542	2,968	6,027	9 56	6 96	7 78	11 25	8 71	9 55	21 16	12 80	15 47
Schoolcraft	1,454	1,163	952	1,013	12 76	12 39	12 60	19 50	14 22	16 78	30 48	27 44	28 92
Shiawassee	4,007	4,002	3,264	2,788	13 96	9 17	11 57	17 14	13 17	15 31	27 58	16 37	22 56
Tuscola	2,835	7,112	2,310	4,894	11 82	6 68	8 15	10 17	9 71	11 25	21 53	13 40	16 61
Van Buren	3,802	5,279	3,270	3,841	6 47	13 81	10 74	7 49	18 98	13 71	25 25	16 50	20 52
Washtenaw	6,751	4,782	4,614	3,160	14 74	10 07	12 80	21 56	15 25	19 00	45 30	19 26	34 84
Wayne	108,945	8,016	70,322	4,774	11 52	6 32	11 17	17 86	10 60	17 40	33 03	21 66	32 44
Wexford	3,486	2,712	2,854	1,976	10 89	8 69	9 94	13 30	11 43	12 74	21 39	19 18	20 50

TABLE 1X.

Statistics of township and district libraries as reported by school inspectors for the year ending July 13, 1908.

Counties.	Number of townships forfeiting library money.	Number of townships maintaining libraries.	Number of volumes added to township libraries during year.	Whole number of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand July 13, 1908.	Number of districts maintaining libraries.	Number of volumes added to district libraries during the year.	Whole number of volumes in district libraries.	Amount paid for the support of district libraries.	Amount of fines, etc., received from county treasurer for district libraries.
Totals	1,031	1,281	7,440	141,863	$3,911 58	$7,445 64	$12,600 89	$14,264 12	5,285	101,054	1,271,384	$118,001 69	$176,328 21
Alcona	10	3	38	428	.....	$31 58	$29 80	$177 07	11	227	838	$71 35	$20 85
Alger	8	.....	.....	.....	.....	.....	.....	.....	7	1,815	3,762	2,003 34	1,371 23
Allegan	17	7	775	9,462	$1,199 18	324 66	1,563 54	677 64	38	2,029	16,951	1,081 13	982 06
Alpena	7	1	.....	300	.....	118 72	10 00	171 45	6	208	5,083	709 06	232 99
Antrim	6	9	140	4,334	150 00	958 60	273 78	1,118 08	29	452	5,517	270 38	244 33
Arenac	11	.....	.....	.....	.....	.....	.....	.....	28	279	3,687	134 69	163 50
Baraga	5	.....	.....	.....	100 00	.....	.....	.....	4	25	1,259	115 00	527 86
Barry	14	3	77	1,340	.....	56 36	89 89	63 05	104	1,072	13,484	458 15	844 61
Bay	11	4	278	3,774	.....	233 03	398 35	77 92	49	3,509	78,987	345 25	880 40
Benzie	5	7	52	1,942	.....	109 95	146 57	130 18	38	795	5,880	403 75	211 45
Berrien	20	3	342	5,006	150 00	169 92	469 98	372 31	126	2,100	24,087	1,641 63	3,101 27
Branch	14	3	195	2,294	100 00	167 04	451 85	344 64	97	1,441	9,623	694 19	661 10
Calhoun	21	2	42	1,125	.....	89 86	105 08	159 07	138	3,184	38,918	5,925 72	3,318 41
Cass	11	5	335	3,283	.....	26 46	1,148 06	339 04	71	567	9,113	415 64	530 48
Charlevoix	13	2	23	582	.....	15 00	48 84	27 69	38	885	6,608	1,109 53	319 59
Cheboygan	16	3	53	836	.....	164 35	84 12	27 79	47	618	10,243	1,124 91	964 30
Chippewa	15	.....	.....	.....	.....	.....	.....	.....	28	735	5,710	315 69	1,501 85
Clare	15	2	.....	618	.....	.....	20 00	31 26	28	168	2,334	35 53	44 09
Clinton	13	4	104	1,921	.....	80 43	85 81	30 22	102	496	8,695	485 14	731 76
Crawford	2	3	200	1,847	.....	144 80	105 25	87 46	11	441	1,888	77 82	.....
Delta	14	1	40	441	.....	33 91	40 00	9 35	15	415	4,094	391 43	703 15
Dickinson	8	.....	.....	.....	.....	.....	.....	.....	8	1,418	15,855	4,101 74	998 41
Eaton	11	7	204	6,190	425 00	94 48	402 20	330 75	125	1,005	16,166	633 52	505 73
Emmet	8	8	263	2,726	100 00	365 61	268 04	512 07	54	465	5,725	560 20	1,223 54
Genesee	19	1	.....	1,263	.....	36 03	20 00	52 83	145	1,775	27,775	4,193 21	1,894 67
Gladwin	11	2	.....	740	.....	8 00	10 00	8 00	34	185	2,607	89 23	50 83
Gogebic	8	.....	.....	.....	.....	.....	.....	.....	7	290	4,793	745 39	1,157 32
Grand Traverse	5	9	288	4,866	.....	172 28	279 52	477 47	31	541	4,401	248 26	204 64
Gratiot	16	.....	.....	.....	.....	.....	.....	.....	130	1,395	16,737	778 56	815 17

Hillsdale	18	1	.....	526	.....	31	24 00	8 84	143	1,239	13,505	704 80	297 23
Houghton	12	3	20	2,636	.....	655 12	96 90	1,152 60	18	3,211	27,263	3,660 24	5,984 85
Huron	21	6	.....	1,799	50 00	126 80	110 00	305 36	83	690	9,794	204 86	436 00
Ingham	19	.....	.....	.....	.....	.....	.....	.....	127	2,982	17,041	6,611 26	2,038 66
Ionia	17	1	156	1,779	1,000 00	.....	926 35	217 95	103	1,119	10,193	807 83	1,351 45
Iosco	10	3	191	694	.....	11 02	110 91	123 27	17	221	3,670	124 96	169 36
Iron	7	.....	.....	.....	.....	.....	.....	.....	7	1,254	7,457	517 00	983 34
Isabella	14	3	.....	432	.....	43 44	8 00	134 61	82	718	5,807	551 86	857 16
Jackson	20	.....	.....	.....	.....	.....	.....	.....	146	1,895	18,015	2,089 59	2,596 32
Kalamazoo	15	2	59	1,763	40 00	3 80	122 31	81 37	103	2,810	49,399	6,318 30	1,748 36
Kalkaska	8	3	.....	668	.....	6 48	19 85	170 12	137	673	3,177	397 83	329 29
Kent	20	5	76	3,375	.....	161 26	197 92	239 19	177	2,679	25,855	2,027 42	3,642 90
Keweenaw	5	.....	.....	.....	.....	.....	.....	.....	4	641	2,496	399 72	971 48
Lake	3	8	85	2,486	18 02	.....	110 35	110 23	12	115	1,065	18 70	18 74
Lapeer	16	3	29	1,174	.....	7 20	27 89	25 55	118	1,089	16,293	596 25	981 40
Leelanau	3	8	209	3,211	.....	56 56	267 17	109 82	23	183	1,942	63 75	64 79
Lenawee	23	1	.....	25	.....	.....	.....	.....	161	2,893	43,919	4,229 79	3,080 52
Livingston	14	2	.....	810	.....	4 84	10 00	182 06	58	562	6,432	223 44	296 64
Luce	4	.....	.....	.....	.....	.....	.....	.....	4	51	1,497	183 44	309 71
Mackinac	13	1	.....	135	.....	72 45	5 00	.....	7	537	2,316	200 44	295 52
Macomb	13	2	.....	669	.....	25 89	10 00	137 42	84	1,908	18,922	3,003 82	1,717 33
Manistee	10	4	85	940	.....	11 84	117 89	115 26	46	545	6,722	296 79	608 03
Marquette	20	1	.....	256	.....	14 43	.....	14 43	20	863	13,575	1,945 39	2,923 33
Mason	11	4	1	2,393	.....	677 80	75 58	216 00	42	258	5,392	215 57	964 34
Mecosta	17	.....	72	1,409	.....	26 04	81 28	45 97	79	939	7,483	519 82	348 92
Menominee	8	3	82	1,614	.....	21 54	89 16	39 16	33	291	7,246	207 81	400 43
Midland	13	4	2	218	.....	.....	18 50	2 77	35	231	3,118	79 06	55 12
Missaukee	10	4	40	754	.....	35 18	70 50	194 82	29	218	2,806	68 25	192 21
Monroe	14	2	.....	822	.....	.....	5 00	40 75	127	1,561	18,577	1,571 07	1,118 16
Montcalm	18	4	133	1,928	14 38	73 07	205 67	84 45	96	942	11,282	768 40	747 09
Montmorency	5	2	.....	212	275 00	19 00	37 00	63 17	1	.....	456	9 00	33 00
Muskegon	10	10	297	4,784	50 00	216 03	475 62	880 77	50	1,912	45,443	8,520 10	1,355 74
Newaygo	18	4	.....	813	.....	24 62	52 00	35 92	91	537	9,062	231 07	130 51
Oakland	22	4	384	2,909	.....	269 52	314 10	135 38	133	1,550	19,174	1,726 27	2,356 48
Oceana	4	12	528	4,590	55 00	286 36	554 07	850 76	48	684	4,540	421 19	402 88
Ogemaw	9	4	87	3,535	60 00	46 25	146 08	142 93	21	35	1,289	40 68	203 06
Ontonagon	10	.....	.....	.....	.....	.....	.....	28 72	5	504	3,211	272 47	322 72
Osceola	9	7	256	3,450	.....	118 80	293 16	558 03	59	884	6,804	453 09	588 94
Oscoda	3	1	20	183	.....	.....	26 00	25 29	2	.....	316	.....	1 04
Otsego	5	4	214	2,903	100 00	108 15	462 59	468 98	23	265	2,521	262 64	439 00
Ottawa	8	9	168	7,014	.....	221 94	163 67	316 34	77	1,023	13,114	1,219 06	476 70
Presque Isle	13	1	.....	16	.....	.....	.....	.....	11	191	1,130	78 42	207 29

TABLE IX.—*Concluded.*

Counties.	Number of township forfeiting library money.	Number of townships maintaining libraries.	Number of volumes added to township libraries during year.	Whole number of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand July 13, 1908.	Number of districts maintaining libraries.	Number of volumes added to district libraries during the year.	Whole number of volumes in district libraries.	Amount paid for the support of district libraries.	Amount of fines, etc., received from county treasurer for district libraries.
Roscommon	4	3	62	844		$101 93	$35 64	$33 56	7	306	480	$31 56	$70 50
Saginaw	21	9	164	5,774		79 49	286 51	528 42	94	2,141	38,129	4,140 05	1,531 66
St. Clair	24	2	20	940		21 14	47 00	6 06	152	4,606	88,200	1,706 73	2,306 75
St. Joseph	16	2	38	1,335		8 40	148 35	75 74	115	1,057	13,226	348 86	1,205 65
Sanilac	20	6	6	2,039		70 66	34 00	127 72	99	1,179	8,019	281 14	438 98
Schoolcraft	10								7	125	2,603	348 93	120 20
Shiawassee	17	1		900		77 00	21 00	18 84	118	1,047	12,120	553 01	688 05
Tuscola	14	9	331	3,034		80 11	268 17	200 95	82	622	10,010	299 03	412 85
Van Buren	17	2	61	1,750		121 63	195 00	205 67	136	2,248	19,477	1,171 45	1,445 04
Washtenaw	19	3	11	1,938		45 03	50 90	72 02	121	3,965	31,524	3,962 76	1,513 89
Wayne	19	3	44	1,932		14 40	52 48	185 61	132	13,845	263,630	22,460 55	90,778 17
Wexford	9	8	78	3,224	$25 00	109 04	156 94	325 96	31	764	4,727	873 73	389 84

TABLE X.

Branches of instruction as reported by the school inspectors for the year ending July 13, 1908.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Totals	1,357	7,138	735	5,914	1,371	7,083	509	7,039	4,685	5,152	572	6,948	7,069	6,742
Alcona	9	32	4	21	8	32	3	31	16	22	1	31	30	29
Alger	5	8	4	7	5	8	4	8	5	6	3	8	8	8
Allegan	24	182	15	168	40	176	10	178	135	157	12	178	178	170
Alpena	3	16	1	15	4	18	2	17	9	13	1	16	18	17
Antrim	14	70	10	44	15	66	6	68	38	45	5	53	65	67
Arenac	12	42	7	33	12	38	3	40	25	29	4	38	41	40
Baraga	3	5	2	5	3	5	2	5	5	4	2	5	5	5
Barry	18	142	11	118	25	143	8	140	61	101	5	137	140	133
Bay	14	69	2	63	20	66	5	68	30	55	3	68	69	56
Benzie	9	51	4	45	14	52	4	49	37	15	5	50	52	50
Berrien	33	140	23	131	22	136	16	140	132	87	17	135	136	137
Branch	14	124	6	97	13	124	6	123	65	73	7	121	124	116
Calhoun	44	162	7	136	36	161	10	159	116	131	7	160	156	136
Cass	14	110	8	84	17	110	5	109	54	82	6	110	109	103
Charlevoix	11	65	5	51	12	66	4	66	35	46	3	65	66	63
Cheboygan	12	56	10	42	10	56	3	56	52	49	5	57	56	53
Chippewa	4	41	4	37	14	50	4	49	17	45	1	47	50	47
Clare	8	64	7	49	11	65	6	64	41	45	3	61	64	61
Clinton	17	131	11	118	15	131	8	131	72	69	7	130	130	127
Crawford	2	24	3	10	5	24	1	24	11	15	1	20	23	16
Delta	8	28	4	15	7	28	3	25	22	26	2	28	28	25
Dickinson	5	8	3	8	4	8	4	8	8	8	2	8	8	8
Eaton	26	145	11	123	25	142	12	141	130	97	9	140	141	135
Emmet	9	72	6	45	7	72	4	71	39	55	4	66	65	58
Genesee	37	150	18	126	33	150	10	150	100	95	13	134	150	141
Gladwin	7	53	2	35	9	52	3	49	31	36	1	48	50	46
Gogebic	7	8	2	8	4	8	3	8	7	8	2	8	8	8
Grand Traverse	9	65	6	55	18	64	2	64	39	38	2	62	60	57
Gratiot	20	132	12	118	29	132	7	132	102	85	7	131	132	128
Hillsdale	32	166	16	135	26	165	13	163	71	124	13	163	163	158
Houghton	22	33	12	28	19	31	14	33	27	30	8	32	33	29
Huron	21	118	15	111	26	117	7	117	82	91	11	117	117	117
Ingham	21	136	12	111	14	135	6	136	103	95	7	136	135	133
Ionia	12	139	13	93	17	139	11	138	63	87	10	138	139	124
Iosco	10	32	5	26	12	32	5	29	17	20	4	31	31	26
Iron	4	7	3	6	4	7	4	7	6	7	4	7	7	7
Isabella	11	107	6	88	20	106	4	104	75	67	5	104	107	103
Jackson	30	153	12	124	31	153	10	153	107	133	11	150	153	137
Kalamazoo	42	129	22	105	31	130	10	130	82	101	11	128	127	124
Kalkaska	4	51	3	45	5	48	1	51	33	28	1	51	50	46
Kent	57	200	27	178	52	198	15	197	136	164	16	194	199	196

TABLE X.—*Concluded.*

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Keweenaw	2	5	1	5	2	5	.....	5	4	4	.....	5	5	4
Lake	3	40	3	27	9	40	3	39	23	25	3	37	41	35
Lapeer	19	134	7	124	23	132	9	133	115	100	10	132	133	131
Leelanau	4	57	8	38	12	57	4	54	38	43	4	54	54	52
Lenawee	47	193	18	173	38	189	12	190	135	148	10	190	191	184
Livingston	34	130	6	105	18	128	7	129	81	90	6	125	127	127
Luce	2	4	1	4	1	4	1	4	3	3	1	4	4	4
Mackinac	3	14	3	13	4	14	2	14	12	13	2	14	14	14
Macomb	23	113	13	92	20	112	9	109	68	79	13	111	113	107
Manistee	10	65	9	43	18	63	5	64	41	48	4	61	63	56
Marquette	10	21	7	19	7	21	7	21	19	19	6	21	21	21
Mason	7	63	5	54	16	63	3	63	42	42	3	62	61	57
Mecosta	13	115	9	93	19	107	6	105	75	63	4	102	104	100
Menominee	11	41	8	36	12	42	6	41	25	31	6	41	41	38
Midland	9	75	5	68	16	76	3	73	54	49	3	76	75	74
Missaukee	12	59	7	39	14	61	3	59	41	35	3	56	69	58
Monroe	12	134	9	115	17	131	6	132	81	77	88	133	134	130
Montcalm	23	136	17	117	27	135	11	133	69	80	13	130	134	132
Montmorency	4	8	3	7	5	8	1	8	8	7	1	8	8	8
Muskegon	27	90	11	80	24	89	9	90	76	72	8	88	88	88
Newaygo	8	117	40	93	13	114	5	112	47	69	3	114	117	104
Oakland	36	193	21	128	36	193	13	187	90	131	13	182	194	182
Oceana	12	88	8	72	11	88	6	86	40	57	3	86	87	81
Ogemaw	6	46	4	24	8	45	2.	43	20	27	2	46	45	45
Ontonagon	6	10	6	9	7	9	4	10	10	10	4	10	10	10
Osceola	25	90	8	80	12	90	6	88	56	70	7	90	92	89
Oscoda	2	17	2	11	4	14	1	14	11	15	.....	16	17	17
Otsego	8	36	2	21	10	37	2	37	18	22	4	35	35	33
Ottawa	29	123	16	113	32	124	8	120	88	81	10	123	122	121
Presque Isle	10	34	5	18	13	35	5	34	15	29	1	34	35	33
Roscommon	3	22	1	7	5	20	1	23	14	19	1	17	21	18
Saginaw	37	159	16	144	40	159	8	160	110	109	8	156	155	154
St. Clair	29	155	10	133	25	155	8	153	151	150	9	156	154	143
St. Joseph	15	119	9	103	15	119	7	118	97	115	7	118	118	118
Sanilac	67	152	14	147	27	152	7	152	141	107	9	150	152	151
Schoolcraft	3	10	1	8	4	10	1	10	6	10	1	10	10	9
Shiawassee	22	124	9	111	27	120	8	121	92	98	10	120	123	114
Tuscola	19	148	16	136	21	149	14	149	93	121	16	146	148	146
Van Buren	22	152	12	136	16	150	10	149	118	100	9	150	150	145
Washtenaw	26	160	12	136	26	159	11	159	79	128	11	158	160	154
Wayne	25	141	13	115	23	141	11	136	88	115	10	138	142	134
Wexford	8	79	6	60	8	79	5	75	55	57	5	77	77	69

TABLE XI.

Private or parochial schools for the year ending July 13, 1908.

Counties.	Number of private schools.	Number of parochial schools.	Number of teachers.		Estimated number of pupils.
			Men.	Women.	
Totals	78	402	382	1,074	58,077
Alcona	.....	.....	.....	.....	.....
Alger	.....	.....	.....	.....	.....
Allegan	1	2	.....	6	101
Alpena	.....	.....	.....	.....	.....
Antrim	.....	.....	.....	.....	.....
Arenac	2	.....	2	.....	56
Baraga	.....	.....	.....	.....	.....
Barry	1	.....	.....	1	15
Bay	2	27	27	51	5,225
Benzie	.....	.....	.....	.....	.....
Berrien	.....	7	5	7	577
Branch	.....	1	.....	5	225
Calhoun	.....	3	1	11	385
Cass	.....	1	1	.....	10
Charlevoix	1	1	.....	3	81
Cheboygan	.....	4	1	9	400
Chippewa	3	1	1	10	385
Clare	.....	.....	.....	.....	.....
Clinton	.....	5	2	9	490
Crawford	.....	.....	.....	.....	.....
Delta	1	2	.....	14	800
Dickinson	.....	1	1	4	190
Eaton	.....	1	.....	1	18
Emmet	1	3	3	5	316
Genesee	1	1	.....	6	170
Gladwin	.....	.....	.....	.....	.....
Gogebic	.....	1	.....	9	450
Grand Traverse	.....	3	2	15	325
Gratiot	1	1	.....	2	25
Hillsdale	.....	7	.....	1	15
Houghton	6	6	5	64	2,846
Huron	2	11	13	2	549
Ingham	.....	4	.....	3	535
Ionia	.....	4	1	8	352
Iosco	.....	2	2	1	165
Iron	.....	1	.....	1	18
Isabella	.....	2	.....	10	410
Jackson	.....	1	1	.....	9
Kalamazoo	2	4	3	14	1,000
Kalkaska	.....	.....	.....	.....	.....
Kent	6	24	18	133	5,388
Keweenaw	.....	.....	.....	.....	.....
Lake	.....	.....	.....	.....	.....
Lapeer	.....	.....	.....	.....	.....
Leelanau	2	2	1	9	360
Lenawee	1	4	4	2	110
Livingston	.....	.....	.....	.....	.....
Luce	.....	.....	.....	.....	.....
Mackinac	.....	2	1	4	114
Macomb	1	16	12	24	1,280
Manistee	1	8	8	19	1,371
Marquette	1	3	.....	24	1,260
Mason	.....	7	3	14	549
Mecosta	1	4	2	6	265
Menominee	1	4	1	15	572
Midland	.....	1	.....	1	15
Missaukee	.....	.....	.....	.....	.....
Monroe	2	15	12	24	1,019
Montcalm	.....	2	2	.....	45
Montmorency	.....	1	1	.....	40
Muskegon	1	7	5	17	1,026
Newaygo	.....	1	.....	1	9
Oakland	2	3	6	10	270
Oceana	.....	2	1	2	110
Ogemaw	1	.....	.....	1	5
Ontonagon	.....	.....	.....	.....	.....
Osceola	2	2	2	.....	99
Oscoda	.....	.....	.....	.....	.....
Otsego	.....	1	1	1	60
Ottawa	1	7	7	25	794
Presque Isle	.....	8	7	5	410
Roscommon	1	.....	.....	1	25
Saginaw	2	25	22	26	1,583
St. Clair	5	14	8	21	1,029
St. Joseph	.....	4	4	.....	62
Sanilac	.....	3	3	.....	43
Schoolcraft	.....	1	.....	5	225
Shiawassee	.....	3	2	4	350
Tuscola	.....	12	10	5	576
Van Buren	3	5	4	2	98
Washtenaw	.....	16	14	10	715
Wayne	19	83	127	385	21,900
Wexford	1	5	3	6	157

TABLE XII.

Examination and certification of teachers as reported by

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during year.	Number of teachers holding state certificates.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.				
Totals	235	9,834	1,062	84	36	1,756	3,807	883	1,840	1,386	3,230	638
Alcona	3	56	2	.....	.....	1	22	2	9	.....	6	1
Alger	3	35	7	1	.....	12	13	5	2	19	14	.....
Allegan	4	247	25	.....	.....	39	99	25	52	57	57	3
Alpena	3	95	18	.....	.....	15	39	18	21	3	10	.....
Antrim	3	.....	18	.....	.....	.....	.....	14	.....	.....	.....	14
Arenac	3	56	1	.....	.....	11	26	1	11	3	37	3
Baraga	2	22	12	.....	.....	.....	11	12	9	26	26	2
Barry	3	115	7	.....	.....	33	31	7	17	12	50	3
Bay	3	138	2	.....	.....	14	57	2	27	16	15	.....
Benzie	3	75	26	.....	.....	7	37	24	15	14	40	33
Berrien	3	231	17	1	.....	22	74	11	49	11	81	7
Branch	3	150	17	.....	1	29	51	10	24	52	.....	10
Calhoun	3	202	14	2	.....	51	95	9	55	24	73	6
Cass	3	116	10	1	1	29	37	10	33	1	92	4
Charlevoix	3	90	8	2	2	15	26	7	15	8	22	1
Cheboygan	3	80	25	.....	.....	13	20	16	9	6	20	6
Chippewa	3	87	8	.....	.....	12	60	7	23	10	72	5
Clare	2	80	10	.....	.....	12	30	2	8	29	65	4
Clinton	3	83	8	.....	.....	33	24	8	12	8	.....	3
Crawford	3	20	14	.....	.....	.....	11	11	3	.....	15	2
Delta	3	100	6	.....	.....	31	32	6	19	23	5	6
Dickinson	2	12	10	.....	.....	2	7	8	4	3	17	11
Eaton	3	158	18	.....	.....	12	54	17	20	14	38	.....
Emmet	3	124	12	.....	.....	8	32	12	18	4	27	8
Genesee	3	175	6	3	1	43	78	6	27	10	41	9
Gladwin	2	69	10	.....	.....	6	18	8	6	1	20	2
Gogebic	2	32	6	.....	.....	1	17	6	5	4	6	.....
Grand Traverse	2	97	7	.....	.....	21	45	7	24	2	14	1
Gratiot	3	163	20	.....	.....	35	42	11	24	31	70	14
Hillsdale	3	234	11	.....	.....	33	79	11	56	8	28	.....
Houghton	2	161	80	5	.....	89	77	73	27	53	64	63
Huron	2	196	10	.....	.....	30	65	10	25	45	.....	3
Ingham	3	130	10	2	2	21	60	9	35	10	35	4
Ionia	3	188	25	.....	1	38	75	10	34	23	54	4
Iosco	3	59	3	1	.....	5	26	3	12	2	13	8
Iron	3	55	5	.....	.....	3	34	5	6	17	27	43
Isabella	3	115	15	.....	.....	10	32	10	15	26	39	2
Jackson	3	237	11	4	.....	38	106	9	48	85	184	3
Kalamazoo	3	200	5	.....	.....	50	65	3	38	15	55	.....
Kalkaska	2	22	9	.....	.....	6	4	4	1	.....	.....	1
Kent	3	231	12	2	2	73	76	12	53	25	142	3
Keweenaw	2	12	4	.....	.....	.....	1	4	.....	.....	1	18
Lake	3	53	16	.....	.....	9	26	12	13	.....	6	2
Lapeer	3	128	4	.....	.....	27	27	4	10	14	45	.....
Leelanau	3	72	4	2	2	16	35	4	17	2	21	.....
Lenawee	3	231	25	1	.....	52	78	21	40	40	150	14
Livingston	3	215	21	.....	.....	14	92	15	25	11	51	5
Luce	3	11	1	.....	.....	.....	5	1	.....	1	2	1
Mackinac	3	60	8	1	.....	15	30	8	19	7	18	1
Macomb	3	91	5	2	1	8	17	5	10	.....	32	1

TABLE XII.

the county commissioner for the year ending June 30, 1908.

Number of teachers holding state normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number of teachers holding western normal school certificates.	Number of teachers holding county normal training class certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of certificates transferred.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force during year.
1,035	411	227	72	1,312	9,436	1,973	18,048	7	44	365	5,564	2,434
.....	.....	.....	.....	.....	45	.....	45	.....	.....	6	34	8
5	.....	3	.....	.....	46	.....	56	.....	.....	4	8	2
15	2	.....	10	34	235	.....	299	.....	.....	4	160	52
.....	.....	.....	.....	.....	75	50	127	.....	.....	2	.....	25
17	27	.....	.....	38	63	.....	159	.....	.....	18	47	27
4	1	.....	.....	26	32	.....	66	.....	.....	1	6	1
4	.....	8	.....	.....	15	.....	41	.....	.....	.....	5	3
25	.....	.....	2	79	141	4	254	.....	.....	6	130	43
3	.....	.....	.....	14	105	210	332	.....	.....	1	74	30
.....	.....	.....	.....	.....	44	.....	118	.....	.....	6	40	.....
14	6	.....	6	2	232	26	300	.....	.....	5	135	49
29	2	.....	4	28	142	18	233	.....	.....	2	111	51
14	2	.....	4	36	245	.....	400	.....	.....	12	151	67
13	2	.....	4	30	67	16	201	.....	.....	5	109	33
12	18	.....	.....	22	116	.....	175	.....	.....	3	56	20
9	8	.....	.....	34	62	20	139	.....	2	13	70	54
2	.....	1	.....	5	102	9	177	.....	.....	4	94	30
.....	.....	.....	.....	1	98	.....	109	.....	.....	2	30	20
12	17	.....	.....	38	87	4	184	.....	.....	3	80	25
.....	1	.....	.....	3	28	.....	41	.....	.....	4	4	5
10	3	28	.....	.....	90	15	155	.....	.....	3	55	50
4	2	5	.....	.....	14	21	146	.....	.....	5	6	2
52	13	.....	.....	4	66	15	257	.....	.....	13	121	25
16	16	.....	.....	5	104	15	169	1	.....	8	50	21
5	.....	.....	.....	15	225	74	328	.....	.....	5	130	62
1	3	.....	.....	.....	60	.....	74	.....	.....	1	30	10
8	.....	6	6	2	55	63	140	.....	.....	.....	6	30
1	4	.....	1	2	72	.....	143	.....	.....	4	64	29
13	39	.....	.....	39	156	5	279	.....	.....	2	100	55
24	5	.....	.....	.....	112	9	271	.....	.....	5	141	51
80	2	35	2	.....	280	3	465	.....	.....	5	29	2
10	35	.....	.....	2	152	.....	212	.....	.....	3	.....	30
14	7	.....	.....	29	169	110	308	.....	.....	6	110	40
5	9	.....	1	39	218	54	330	.....	.....	2	80	40
6	2	.....	.....	37	50	.....	66	.....	.....	1	25	43
12	2	14	.....	.....	47	.....	93	.....	.....	1	.....	40
1	40	.....	.....	1	100	13	157	.....	.....	2	50	19
15	2	.....	.....	.....	204	.....	320	.....	.....	5	120	25
15	.....	.....	12	1	90	75	350	.....	.....	8	120	32
7	8	.....	.....	24	18	.....	75	.....	.....	7	35	15
8	.....	.....	3	4	356	485	841	.....	.....	6	158	55
4	.....	11	.....	.....	10	.....	33	.....	.....	2	5	.....
.....	2	.....	.....	.....	74	.....	74	.....	.....	4	.....	18
16	.....	.....	.....	15	150	8	193	.....	.....	6	118	29
2	4	.....	1	1	80	.....	93	.....	.....	4	47	20
37	2	.....	1	32	247	38	371	.....	.....	6	185	58
42	.....	.....	.....	.....	339	.....	343	.....	.....	5	106	28
9	.....	.....	.....	1	13	.....	32	.....	.....	6	4	3
4	.....	2	.....	3	85	2	102	1	.....	9	12	18
36	.....	.....	.....	67	120	7	248	.....	.....	3	114	20

TABLE XII.—*Concluded.*

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during year.	Number of teachers holding state certificates.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.				
Manistee	3	78	9	.....	.....	12	35	1	13	6	30	7
Marquette	2	79	37	.....	.....	4	16	37	3	17	18	14
Mason	2	59	1	.....	.....	17	32	1	23	3	48	54
Mecosta	3	359	7	1	3	50	63	5	30	2	75	5
Menominee	3	105	20	.....	.....	18	50	20	20	4	31	7
Midland	3	85	19	.....	.....	7	32	16	12	10	30	15
Missaukee	2	100	16	.....	.....	18	.....	15	26	20	48	14
Monroe	3	171	20	1	1	29	63	7	21	34	12	1
Montcalm	3	141	20	.....	.....	24	111	20	42	35	85	3
Montmorency	3	60	.....	2	1	12	20	.....	10	4	32	4
Muskegon	3	127	1	1	1	21	69	1	30	4	5	2
Newaygo	3	144	29	.....	.....	18	58	28	9	6	45	2
Oakland	3	188	24	2	2	29	100	16	39	21	100	2
Oceana	3	108	12	1	.....	14	37	12	20	6	20	26
Ogemaw	3	69	5	1	1	18	32	5	17	8	40	1
Ontonagon	3	48	16	.....	.....	9	29	15	14	20	.....	1
Osceola	2	112	7	.....	.....	21	35	7	19	12	31	8
Oscoda	3	29	6	.....	.....	3	13	5	5	1	.....	.....
Otsego	2	8	6	1	.....	2	4	6	2	1	5	6
Ottawa	3	162	20	4	4	49	75	12	29	9	69	.....
Presque Isle	4	55	20	.....	.....	9	21	10	7	20	25	10
Roscommon	3	23	5	.....	.....	3	11	5	3	.....	6	.....
Saginaw	3	216	8	1	1	16	16	8	6	5	14	7
St. Clair	3	179	7	.....	.....	27	73	5	30	20	57	2
St Joseph	3	180	26	24	.....	51	141	18	85	66	39	13
Sanilac	3	303	8	1	1	35	120	8	49	27	37	36
Schoolcraft	3	32	9	.....	.....	8	16	9	9	4	6	.....
Shiawassee	3	119	15	.....	.....	10	54	10	22	13	.....	4
Tuscola	3	228	19	2	.....	45	101	19	48	18	84	8
Van Buren	3	205	6	.....	.....	40	70	6	38	60	27	30
Washtenaw	3	206	19	2	2	15	93	19	65	23	84	.....
Wayne	3	185	13	10	6	61	83	13	52	150	153	22
Wexford	2	62	12	.....	.....	7	26	9	15	12	24	.....

TABLE XII.—*Concluded.*

Number of teachers holding state normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number of teachers holding western normal school certificates.	Number of teachers holding county normal training class certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of certificates transferred.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force during year.
3	4	.....	.....	47	83	76	206	1	.....	4	60	3
22	.....	103	.....	.....	34	28	230	.....	.....	6	21	10
.....	5	.....	.....	47	86	46	188	.....	.....	2	60	25
5	.....	.....	.....	41	199	19	218	.....	.....	.....	.....	100
.....	.....	3	.....	.....	100	64	174	.....	.....	1	40	5
5	8	.....	.....	44	77	1	115	.....	.....	2	60	30
1	6	.....	.....	.....	65	.....	89	1	.....	3	28	24
18	.....	.....	.....	.....	182	13	216	1	.....	.....	131	27
12	4	1	.....	9	188	21	229	.....	.....	1	75	25
2	.....	.....	.....	.....	32	40	52	.....	.....	2	30	10
4	2	.....	.....	.....	90	126	299	.....	.....	6	91	99
9	2	.....	.....	28	159	.....	178	.....	.....	5	87	35
52	9	.....	1	67	228	15	388	.....	1	10	200	57
17	4	.....	.....	26	81	.....	107	.....	.....	6	50	32
.....	.....	.....	.....	2	51	.....	60	.....	.....	7	47	18
12	3	5	1	.....	64	.....	86	.....	.....	3	.....	15
14	8	1	.....	56	63	.....	182	.....	.....	7	79	34
1	.....	.....	.....	1	27	.....	.....	.....	.....	3	.....	.....
8	2	.....	.....	18	31	.....	65	.....	.....	12	24	15
3	.....	.....	.....	29	.....	.....	306	1	.....	8	.....	.....
3	7	.....	.....	.....	30	.....	71	.....	.....	.....	4	2
.....	.....	.....	.....	3	19	.....	22	.....	.....	4	.....	.....
6	8	.....	.....	40	200	.....	472	1	.....	1	110	25
25	2	.....	.....	48	137	44	335	.....	.....	1	145	30
16	1	.....	2	.....	160	33	225	.....	.....	2	123	85
19	5	.....	.....	1	210	.....	246	.....	.....	3	150	50
.....	25	.....	.....	.....	28	4	62	.....	.....	2	31	.....
14	5	.....	.....	15	236	16	290	.....	.....	3	100	65
4	7	.....	.....	3	216	.....	236	.....	.....	7	100	45
18	1	.....	11	25	192	10	300	.....	.....	3	145	55
23	2	.....	.....	.....	198	.....	343	.....	.....	6	.....	.....
76	1	.....	.....	1	190	.....	1,724	.....	.....	4	146	36
8	4	1	.....	48	42	47	150	.....	.....	3	62	32

TABLE XIII.

Miscellaneous statistics as reported by the county commissioner for year ending June 30, 1908.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board for stationery, etc.	Amount of compensation received by members of the board, other than the commissioner.	Salary of commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Totals.....	125	450	823	$12,854 50	$19,310 90	$88,070 00	$10,821 00	7,694	11,969	6,680
Alcona.....	2	.....	10	$74 00	$80 00	$300 00	$30 00	37	52	37
Alger.....	.....	.....	.....	8 00	209 98	500 00	32 00	8	87	8
Allegan.....	3	3	65	350 00	477 00	1,400 00	192 60	180	224	185
Alpena.....	.....	.....	12	.....	240 00	1,000 00	70 00	65	75	98
Antrim.....	1	.....	3	200 00	142 25	1,200 00	73 50	72	135	72
Arenac.....	1	2	15	250 00	120 00	750 00	38 50	42	103	42
Baraga.....	.....	2	.....	20 00	80 00	650 00	26 50	5	82	5
Barry.....	.....	2	12	132 76	216 00	1,200 00	125 00	135	180	142
Bay.....	3	1	6	.....	412 00	1,200 00	200 50	74	150	74
Benzie.....	2	.....	4	.....	.....	700 00	68 00	53	120	53
Berrien.....	1	3	9	308 75	558 00	1,200 00	243 00	141	231	141
Branch.....	3	9	4	68 95	194 00	1,500 00	151 50	126	291	126
Calhoun.....	1	38	.....	.....	350 00	1,500 00	210 00	164	308	164
Cass.....	2	2	3	180 00	406 00	1,200 00	120 00	110	121	110
Charlevoix.....	1	.....	3	175 00	200 00	1,200 00	92 00	65	225	67
Cheboygan.....	1	.....	14	137 15	234 00	1,000 00	76 50	69	90	71
Chippewa.....	.....	5	3	400 00	252 00	1,200 00	97 50	70	90	.....
Clare.....	2	.....	3	175 00	200 00	600 00	56 00	63	84	66
Clinton.....	3	1	7	200 00	288 00	1,350 00	116 50	125	200	129
Crawford.....	2	8	4	24 00	38 00	300 00	6 50	16	25	26
Delta.....	.....	1	10	215 00	236 00	1,200 00	68 00	80	120	.....
Dickinson.....	.....	1	3	250 00	24 00	1,200 00	70 00	6	200	6
Eaton.....	2	.....	4	290 40	216 05	1,500 00	163 00	142	297	142
Emmet.....	2	.....	5	140 00	356 00	1,000 00	87 50	72	111	72
Genesee.....	4	.....	10	200 00	556 00	1,200 00	200 00	142	162	157
Gladwin.....	1	1	9	111 88	244 00	500 00	49 00	38	40	47
Gogebic.....	.....	1	12	.....	48 00	600 00	85 00	6	55	6
Grand Traverse..	1	8	6	.....	104 00	1,200 00	110 50	67	70	66
Gratiot.....	2	.....	11	350 00	288 00	1,200 00	127 50	132	280	132
Hillsdale.....	3	24	4	125 00	304 00	1,200 00	187 50	163	223	163
Houghton.....	1	.....	3	95 00	140 00	1 200 00	392 00	29	60	35
Huron.....	4	.....	4	.....	130 00	1,200 00	178 00	121	135	.....
Ingham.....	1	1	44	200 00	177 60	1,350 00	185 50	136	203	136
Ionia.....	2	5	4	275 00	404 00	1,200 00	106 50	141	227	125
Iosco.....	2	20	10	200 00	192 00	1,000 00	32 00	110	28	32
Iron.....	.....	.....	3	100 00	96 00	600 00	56 00	28	32	5
Isabella.....	1	.....	35	99 96	170 00	1,400 00	110 50	103	118	105
Jackson.....	1	14	8	280 00	342 00	1,500 00	172 50	154	315	61
Kalamazoo.....	2	10	3	.....	216 00	1,350 00	145 00	130	140	130
Kalkaska.....	.....	8	4	250 00	150 00	1,000 00	47 00	52	103	45
Kent.....	4	7	52	360 00	900 00	1,500 00	441 50	158	164	205
Keweenaw.....	.....	10	4	.....	.....	400 00	20 50	14	23	14
Lake.....	.....	.....	3	.....	192 00	520 00	16 00	48	52	48
Lapeer.....	3	.....	4	260 00	480 00	1,200 00	161 00	133	256	133
Leelanau.....	2	5	13	26 00	140 00	700 00	49 50	58	73	58
Lenawee.....	1	8	3	398 61	348 00	1,500 00	213 00	160	175	196
Livingston.....	2	.....	4	200 00	336 00	1,200 00	162 00	134	245	132
Luce.....	.....	.....	3	.....	60 00	200 00	16 50	4	20	4
Mackinac.....	.....	1	12	100 00	192 00	600 00	53 00	25	45	10
Macomb.....	1	4	9	.....	264 00	1,600 00	106 00	114	250	6

TABLE XIII.—*Concluded.*

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board for stationery, etc.	Amount of compensation received by members of the board, other than the commissioner.	Salary of commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Manistee	3	4	5	$189 00	$268 68	$850 00	$99 00	65	183	65
Marquette	.....	20	8	340 45	120 00	1,600 00	173 00	55	198	21
Mason	.....	30	9	200 00	194 32	1,200 00	63 00	64	150	64
Mecosta	5	5	6	.....	.....	1,000 00	205 00	108	150	107
Menominee	2	1	9	150 00	88 00	1,500 00	102 00	84	156	40
Midland	1	1	3	56 50	184 00	1,000 00	59 50	80	120	80
Missaukee	3	4	25	60 00	212 00	800 00	81 00	60	90	53
Monroe	5	2	27	.....	216 00	1,200 00	171 50	137	168	137
Montcalm	1	.....	9	96 00	480 00	1,400 00	171 00	159	175	.....
Montmorency	4	6	1	10 00	120 00	300 00	36 00	100	36	36
Muskegon	.....	3	6	203 64	432 00	1,200 00	156 50	91	171	91
Newaygo	2	4	45	337 79	362 00	1,200 00	111 00	116	182	118
Oakland	1	1	10	400 00	410 00	1,400 00	206 00	200	260	200
Oceana	2	.....	6	.....	274 02	1,200 00	96 00	89	170	89
Ogemaw	1	1	3	18 48	128 00	500 00	52 00	52	108	.....
Ontonagon	2	.....	8	33 49	148 00	750 00	51 50	81	161	81
Osceola	1	3	2	162 10	216 00	1,200 00	120 50	94	132	94
Oscoda	3	.....	.....	18 45	76 00	200 00	43 50	28	28	17
Otsego	.....	.....	3	5 38	104 00	500 00	14 00	38	42	40
Ottawa	8	1	10	231 57	.....	1,200 00	175 00	122	153	122
Presque Isle	2	.....	20	115 67	160 00	500 00	36 50	34	38	34
Roscommon	.....	.....	9	125 00	72 00	200 00	17 00	16	17	16
Saginaw	.....	100	27	.....	216 00	1,500 00	255 00	155	200	160
St. Clair	1	1	4	600 00	380 00	1,500 00	215 00	151	179	152
St. Joseph	.....	6	3	314 08	158 00	1,200 00	154 50	123	237	123
Sanilac	2	10	12	600 00	.....	1,500 00	256 00	254	208	154
Schoolcraft	.....	.....	13	110 87	175 00	500 00	47 50	31	60	31
Shiawassee	2	10	3	225 00	416 00	1,500 00	147 00	124	156	123
Tuscola	.....	.....	5	225 69	250 00	1,500 00	170 50	146	152	150
Van Buren	.....	25	4	200 00	380 00	1,500 00	188 50	152	193	152
Washtenaw	1	6	42	.....	336 00	1,500 00	221 50	164	263	164
Wayne	2	.....	14	477 48	440 00	2,000 00	950 00	146	180	.....
Wexford	1	1	6	118 00	218 00	1,000 00	75 50	79	156	79

TABLE XIV.

Condition of school and school houses as reported by the county commissioner for year ending June 30, 1908.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of school houses properly heated and ventilated.	Number of schools having uniform text books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts publishing free text books.	Number of pupils in eighth grade exclusive of graded schools.	Number of eighth grade diplomas granted.
Totals	7,361	6,774	6,485	3,661	6,200	2,793	6,059	7,523	6,438	6,609	143	1,308	13062	6,272
Alcona	24	32	34	.....	37	.....	37	37	37	37	3	9	36	26
Alger	32	32	32	32	32	.....	32	32	32	32	8	8	11	25
Allegan	185	177	165	355	185	12	150	185	185	150	.....	8	460	125
Alpena	61	65	58	58	50	.....	.....	65	.....	58	5	.....	15	7
Antrim	72	68	68	60	65	50	60	72	72	72	.....	30	55	30
Arenac	42	42	40	.....	42	5	42	42	42	42	.....	11	36	89
Baraga	21	21	21	15	25	25	25	25	25	25	5	5	20	6
Barry	135	130	125	125	130	.....	132	142	142	142	.....	320	163	1
Bay	74	53	64	27	74	74	40	74	74	74	1	50	230	155
Benzie	45	43	40	10	50	5	42	50	50	.....	.....	3	47	1
Berrien	139	137	134	10	111	34	130	141	.....	141	.....	9	327	173
Branch	99	85	77	25	118	12	95	120	122	90	.....	2	185	90
Calhoun	162	156	145	75	150	50	125	164	164	164	.....	8	280	179
Cass	104	95	94	89	91	104	108	112	110	110	.....	.....	275	56
Charlevoix	67	67	67	16	60	4	42	67	67	.....	.....	25	115	44
Cheboygan	66	66	56	10	65	15	60	71	70	50	3	49	114	41
Chippewa	65	85	79	50	40	30	50	90	90	94	8	45	35	20
Clare	42	66	60	.....	.....	.....	.....	66	.....	.....	.....	27	86	15
Clinton	129	125	100	129	129	129	129	129	129	129	.....	2	260	90
Crawford	26	26	26	26	26	1	20	26	26	26	.....	3	12	7
Delta	78	73	70	45	60	3	60	64	68	68	9	3	100	29
Dickinson	6	6	6	4	6	6	6	4	6	4	6	6	55	30
Eaton	130	98	95	1	142	.....	.....	142	142	142	.....	5	179	89
Emmet	70	70	52	20	72	8	70	72	72	70	.....	.....	50	1
Genesee	150	73	100	20	115	10	120	157	73	.....	.....	2	100	214
Gladwin	40	35	35	30	35	.....	35	45	45	40	2	10	50	45
Gogebic	27	27	27	27	14	3	27	27	3	6	6	6	25	12
Grand Traverse	60	59	57	15	66	6	60	66	6	.....	.....	11	150	50
Gratiot	120	110	100	5	132	.....	132	132	132	132	.....	3	350	159
Hillsdale	152	140	140	100	154	149	160	163	163	163	.....	1	203	163
Houghton	35	35	36	35	25	12	32	28	21	32	4	12	40	2
Huron	121	121	121	100	121	8	110	121	.....	100	.....	10	175	137
Ingham	136	121	110	10	130	10	72	136	136	.....	.....	1	300	55
Ionia	125	125	109	110	20	130	.....	130	141	141	.....	.....	200	103
Iosco	32	30	30	8	22	7	21	32	32	32	1	14	70	21
Iron	32	32	32	27	28	4	26	32	32	32	7	5	12	6
Isabella	101	72	85	40	96	40	92	105	105	105	.....	3	251	89
Jackson	152	140	131	.....	.....	.....	.....	.....	154	77	.....	.....	410	217
Kalamazoo	85	85	88	90	100	10	100	125	90	85	.....	.....	300	65
Kalkaska	45	46	44	3	50	30	50	50	50	45	.....	35	80	30
Kent	198	190	201	15	180	205	205	205	205	205	.....	.....	600	280
Keweenaw	14	14	14	10	14	4	12	14	14	.....	3	1	38	16
Lake	44	44	44	4	51	31	12	36	.....	.....	.....	3	26	24
Lapeer	98	64	78	3	95	10	75	110	120	105	.....	.....	284	100
Leelanau	54	52	49	50	52	.....	58	58	58	58	.....	2	350	126
Lenawee	196	187	185	155	196	196	186	196	196	196	.....	5	101	82
Livingston	127	102	105	125	124	7	109	134	134	132	.....	.....	143	7
Luce	14	14	12	.....	6	6	2	18	.....	4	4	4	21	3
Mackinac	52	50	32	10	38	.....	30	48	35	48	12	8	40	16
Macomb	114	76	54	7	30	14	90	114	114	114	.....	1	101	16

TABLE XIV.—*Concluded.*

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of school houses properly heated and ventilated.	Number of schools having uniform text books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts publishing free text books.	Number of pupils in eighth grade exclusive of graded schools.	Number of eighth grade diplomas granted.
Manistee	63	60	60	56	57	8	65	65	65	65	.....	13	147	84
Marquette	66	65	61	65	66	66	66	66	20	20	18	16	89	58
Mason	64	64	67	20	67	67	67	67	64	67	.....	12	134	91
Mecosta	100	80	80	60	50	6	81	108	.....	108	.....	.....	75	.....
Menominee	110	110	110	4	110	110	110	110	110	110	6	66	100	28
Midland	72	75	56	10	35	5	70	80	75	80	.....	20	200	61
Missaukee	58	58	58	.....	56	56	.....	60	.....	60	.....	48	100	48
Monroe	113	121	119	3	131	5	137	137	137	137	.....	.....	216	134
Montcalm	139	139	139	2	139	139	75	139	139	139	.....	3	250	195
Montmorency	36	38	36	36	36	30	30	36	36	36	6	30	20	18
Muskegon	89	86	79	50	75	.....	60	89	.....	89	.....	23	147	56
Newaygo	113	108	108	80	100	10	80	120	120	100	.....	27	162	90
Oakland	200	198	185	200	200	200	200	200	200	200	.....	.....	700	95
Oceana	89	89	89	89	89	4	80	89	89	89	.....	3	149	26
Ogemaw	37	33	30	.....	28	6	42	42	36	48	1	1	40	12
Ontonagon	70	71	63	61	72	56	52	81	81	81	10	7	48	16
Osceola	91	77	87	9	93	.....	94	94	94	94	.....	28	265	107
Oscoda	28	28	20	25	.....	24	1	20	28	.....	.....	13	40	14
Otsego	40	40	36	38	32	6	32	40	40	40	1	20	18	20
Ottawa	122	75	90	10	120	.....	122	122	.....	122	.....	24	.....	215
Presque Isle	52	60	41	6	12	3	44	34	10	34	5	21	23	13
Roscommon	9	8	11	3	.....	.....	2	16	.....	8	.....	.....	.....	6
Saginaw	158	155	155	100	100	10	160	160	160	160	.....	57	300	188
St. Clair	142	146	138	152	152	152	152	152	152	152	.....	22	295	129
St. Joseph	121	123	98	65	85	50	75	123	.....	123	.....	.....	380	71
Sanilac	154	154	130	6	154	.....	154	154	154	154	.....	5	.....	272
Schoolcraft	29	30	30	31	32	32	32	32	31	31	9	3	47	35
Shiawassee	124	120	102	10	112	10	95	123	123	.....	.....	1	342	197
Tuscola	145	115	115	40	149	.....	100	150	150	150	.....	6	450	152
Van Buren	140	125	130	117	90	20	125	151	151	151	.....	2	265	134
Washtenaw	156	140	130	.....	.....	160	164	164	164	164	.....	1	239	177
Wayne	144	147	138	40	140	20	146	146	146	146	.....	10	201	147
Wexford	79	76	78	52	64	79	75	79	79	79	.....	61	94	36

TABLE XV.

Showing the extent to which physiology was taught in the schools of the State during the year ending July 13, 1908, as compiled from directors' reports.

Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.
Totals	7,314	6,148	169	997
Alcona	34	29	5	.....
Alger	8	4	.....	4
Allegan	185	166	8	11
Alpena	18	8	1	9
Antrim	71	67	1	3
Arenac	42	27	1	14
Baraga	5	.....	.....	5
Barry	154	122	6	26
Bay	70	59	5	6
Benzie	54	49	3	2
Berrien	145	128	2	15
Branch	127	120	1	6
Calhoun	174	133	9	32
Cass	112	101	8	3
Charlevoix	67	60	1	6
Cheboygan	58	46	1	11
Chippewa	56	38	1	17
Clare	69	56	1	12
Clinton	129	104	2	23
Crawford	26	17	1	8
Delta	29	13	4	12
Dickinson	8	1	.....	7
Eaton	144	136	2	6
Emmet	73	57	2	14
Genesee	157	135	6	16
Gladwin	55	49	.....	6
Gogebic	8	.....	.....	8
Grand Traverse	68	.....	.....	68
Gratiot	132	114	4	14
Hillsdale	163	130	1	32
Houghton	33	22	.....	11
Huron	122	100	2	20
Ingham	137	115	1	21
Ionia	141	128	6	7
Iosco	31	23	1	7
Iron	7	.....	.....	7
Isabella	106	104	.....	2
Jackson	155	123	4	28
Kalamazoo	133	108	1	24
Kalkaska	51	43	.....	8
Kent	205	171	5	29
Keweenaw	5	2	.....	3
Lake	45	35	3	7
Lapeer	138	100	4	34
Leelanau	58	41	2	15
Lenawee	196	186	3	7
Livingston	134	115	1	18
Luce	4	.....	.....	4
Mackinac	4	.....	.....	4
Macomb	113	106	.....	7
Manistee	65	58	.....	7
Marquette	21	.....	.....	21
Mason	66	57	.....	9
Mecosta	109	97	1	11
Menominee	42	35	.....	7

TABLE XV.—*Concluded.*

Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.
Midland	81	76	1	4
Missaukee	62	53	2	7
Monroe	138	121	2	15
Montcalm	132	123	1	8
Montmorency	8	5	.....	3
Muskegon	92	71	3	18
Newaygo	123	104	6	13
Oakland	202	190	3	9
Oceana	91	79	2	10
Ogemaw	49	43	2	4
Ontonagon	10	.....	.....	10
Osceola	92	89	.....	3
Oscoda	19	12	1	6
Otsego	38	31	.....	7
Ottawa	124	112	1	11
Presque Isle	36	25	1	10
Roscommon	27	20	4	3
Saginaw	164	138	6	20
St. Clair	153	151	1	1
St. Joseph	123	114	3	6
Sanilac	154	127	5	22
Schoolcraft	10	.....	.....	10
Shiawassee	124	121	1	2
Tuscola	151	134	1	16
Van Buren	153	131	5	17
Washtenaw	166	141	2	23
Wayne	149	127	4	18
Wexford	81	72	2	7

TABLE XVI.

Graded school statistics compiled from inspectors'

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of days school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Totals		442,077	314,470	110,812	83	$26,183,802	$3,886,986 89	1,055	7,700
Ada	Kent	113	104	171	84	$3,000		1	2
Addison	Lenawee	175	134	179	95	15,000	$9,700 00	2	4
Adrian	Lenawee	2,448	1,861	200	93	246,000	60,000 00	4	47
Alabaster	Iosco	140	109	180	57	3,500	10 94		2
Alanson	Emmet	209	212	180	80	7,000	600 00	1	4
Alba	Antrim	173	142	180	72	6,000		2	2
Albert Tp	Montmorency	294	300	200	62	6,000		1	7
Albion	Calhoun	1,681	1,172	187	94	75,000	14,000 00	4	27
Alden	Antrim	114	102	180	72	4,500	1,000 00	1	3
Algonac	St. Clair	491	388	179	93	25,000	3,400 00	1	10
Allegan	Allegan	794	626	190	88	60,000		2	19
Alma	Gratiot	790	706	197	95	50,000	17,000 00	3	25
Almont	Lapeer	201	179	200	87	12,500		1	6
Alpena	Alpena	3,861	2,134	193	94	89,000		4	46
Ann Arbor	Washtenaw	3,430	2,299	187	96	415,000	220,000 00	11	71
Applegate	Sanilac	66	65	180	64	1,600		1	1
Arcadia	Manistee	179	83	180	71	2,000		1	1
Armada	Macomb	209	181	190	98	12,000		1	5
Ashley	Gratiot	181	138	200	73	3,000		1	5
Athens	Calhoun	200	173	180	88	600		1	4
Atlantic Mine	Houghton	2,096	1,856	200	90	97,000		7	35
Attica	Lapeer	99	89	200	75	1,200		1	1
Augusta	Kalamazoo	145	116	180	84	6,800		1	6
Au Sable	Iosco	450	395	200	85	7,000		2	8
Au Train Tp	Alger	75	75	184	93	2,500		1	4
Bad Axe	Huron	498	411	192	86	30,000	6,000 00	2	12
Bainbridge	Berrien	116	87	160	63	1,800		1	1
Baldwin Tp	Delta	253	194	141	78	1,975			6
Baldwin	Lake	178	189	200	75	1,200		1	2
Bancroft	Shiawassee	132	85	200	86	10,000		1	5
Bangor	Van Buren	378	351	190	95	25,000	7,500 00	3	7
Baraga	Baraga	1,023	604	200	79	25,000		3	12
Baroda	Berrien	187	162	160	75	6,000		1	3
Barryton	Mecosta	188	164	190	84	8,700		1	2
Bath	Clinton	82	76	180	93	6,000		1	2
Battle Creek	Calhoun	4,959	4,051	183	96	525,000		9	99
Bay City	Bay	14,378	7,312	189	97	640,000	132,000 00	18	189
Bay Port	Huron	104	78	200	61	2,500		1	1
Bear Lake	Manistee	158	134	180	92	6,000	1,000 00	1	4
Beaverton	Gladwin	213	211	200	85	3,500	7,612 50	2	4
Belding	Ionia	802	698	198	93	26,000	7,000 00	1	20
Bellaire	Antrim	349	332	180	92	6,000		1	11
Belleville	Wayne	138	100	200	91	11,500	1,000 00	1	4
Bellevue	Eaton	268	210	190	96	15,000	37 31	1	7
Benton Harbor	Berrien	1,876	1,778	180	96	125,000	38,000 00	3	44
Bensonia	Benzie	219	210	180	85	5,000	450 00	1	5
Berlamont	Van Buren	92	61	180	71	1,500		1	1
Berlin	Ottawa	117	102	180	94	2,500		1	2
Berlin Tp. 3 fr	Ionia	83	58	160	66	700			1
Berrien Springs	Berrien	270	245	180	91	6,000		1	7
Bessemer	Gogebic	1,284	1,015	200	97	93,000	42,000 00	2	30
Big Rapids	Mecosta	1,297	975	200	93	100,000		3	26
Birmingham	Oakland	381	327	194	93	30,000	1,000 00	1	11
Blanchard	Isabella	101	76	180	70	4,000	2,117 42		2
Blissfield 1 fr	Lenawee	179	158	200	71	7,000	200 00		3

TABLE XVI.

reports for the year ending July 13, 1908.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10,045	76,376	$997,849 76	$4,173,514 38	$99 34	$54 64	$5,145,755 74	$9,551,765 45	11897	$127374 83
9	18	$540 00	$603 00	$60 00	$33 50	$1,143 00	$1,816 40	27	$210 63
11	34	830 00	1,360 00	75 45	40 00	2,190 00	3,870 02	22	275 10
40	470	4,450 00	23,376 84	111 25	49 74	27,826 84	103,247 14	70	1,312 01
.....	18	.....	765 00	.....	42 50	765 00	1,261 14	3	.....
9	36	540 00	1,485 00	60 00	41 25	2,025 00	3,119 40	1	12 50
18	18	1,012 50	720 00	56 25	40 00	1,732 50	2,563 74	3	.....
10	70	700 00	2,300 00	70 00	32 85	3,000 00	5,770 58	3	.....
88	267	4,300 00	12,948 63	113 15	50 38	17,248 63	20,010 39	40	750 00
9	27	540 00	1,070 00	60 00	39 63	1,610 00	2,127 64	9	25 15
9	90	950 00	3,652 50	105 55	40 57	4,602 50	14,606 75	10	34 75
19	175	2,350 00	9,414 67	123 68	53 79	11,764 67	16,731 78	42	337 00
25	167	2,297 00	7,559 19	91 88	45 26	9,856 19	15,452 78	49	672 81
10	55	800 00	2,450 00	80 00	44 54	3,250 00	5,265 29	20	195 58
40	460	4,215 00	21,185 70	107 37	46 05	25,400 70	35,922 68	.....	.....
105	655	16,325 00	40,278 37	155 47	61 49	56,503 37	141,374 99	279	6,002 64
9	7	450 00	210 00	50 00	30 00	660 00	783 85	3	.....
9	9	495 00	423 00	55 00	47 00	918 00	1,340 69	1	.....
10	47	891 86	1,931 56	89 19	41 10	2,823 42	3,618 42	36	440 98
10	36	550 00	1,285 63	55 00	35 71	1,835 63	2,416 66	5	19 75
9	86	720 00	1,570 00	80 00	43 61	2,290 00	3,421 37	22	192 27
61	312	6,355 00	18,450 75	104 18	59 13	24,805 75	42,944 16	5	.....
10	10	600 00	300 00	60 00	30 00	900 00	1,208 02	3	28 80
9	45	775 00	2,055 00	86 11	45 67	2,830 00	4,624 82	29	192 25
20	80	1,400 00	3,191 62	70 00	39 90	4,591 62	6,627 94	.....	.....
10	36	600 00	1,815 00	60 00	50 41	2,415 00	3,566 18	.....	.....
15	120	1,160 00	5,240 00	77 33	43 67	6,400 00	9,372 44	27	375 25
8	8	440 00	240 00	55 00	30 00	680 00	917 01	.....	.....
.....	43	.....	1,763 75	.....	41 02	1,763 75	2,905 55	.....	.....
10	20	750 00	700 00	75 00	35 00	1,450 00	1,984 31	6	.....
10	50	835 12	1,820 00	83 51	36 40	2,655 12	4,187 27	14	129 50
29	66	2,220 00	3,146 50	76 55	47 67	5,366 50	7,335 00	71	526 27
30	120	2,600 00	6,040 00	86 66	50 33	8,640 00	15,705 80	.....	.....
8	24	560 00	940 00	70 00	39 17	1,500 00	1,943 12	4	38 75
10	19	665 00	760 00	66 50	40 00	1,425 00	2,597 23	9	47 00
9	18	540 00	720 00	60 00	40 00	1,260 00	1,644 08	15	86 85
90	990	10,400 00	51,345 26	115 55	51 86	61,745 26	146,612 84	100	1,429 32
180	1,890	18,130 00	96,318 86	100 72	50 96	114,448 86	196,517 42	400	1,305 00
10	10	600 00	480 00	60 00	48 00	1,080 00	1,633 87	.....	.....
9	29	700 00	1,195 00	77 78	41 20	1,895 00	3,022 73	22	189 76
20	40	1,300 00	1,446 50	65 00	36 16	2,809 00	5,277 68	7	.....
10	200	1,300 00	9,100 00	130 00	45 50	10,400 00	14,974 69	28	408 52
9	90	1,000 00	3,674 99	111 11	40 83	4,674 99	9,093 05	14	124 12
5	35	375 00	1,650 00	75 00	47 14	2,025 00	2,990 65	35	232 80
10	66	1,200 00	3,305 00	120 00	50 08	4,505 00	5,874 22	28	180 20
27	396	3,850 00	19,524 25	142 59	49 30	23,374 25	54,548 10	92	1,868 68
9	45	693 00	1,845 00	77 00	41 02	2,538 00	3,245 42	7	13 38
9	9	450 00	315 00	50 00	35 00	765 00	1,044 45	6	11 75
9	18	675 00	720 00	75 00	40 00	1,395 00	1,641 99	16	132 00
.....	8	.....	430 00	.....	53 75	430 00	546 13	.....	.....
9	61	720 00	2,285 00	80 00	37 45	3,005 00	4,182 52	21	229 00
20	300	2,600 00	15,400 00	130 00	51 33	18,000 00	72,340 94	6	.....
30	250	3,050 00	11,132 17	101 67	44 52	14,182 17	48,162 63	23	196 25
10	110	1,200 00	4,905 00	120 00	44 59	6,105 00	9,428 80	54	923 45
.....	18	.....	810 00	.....	45 00	810 00	5,034 19	17	12 00
.....	30	.....	1,150 00	.....	38 33	1,150 00	1,982 61	1	10 00

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of days school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Blissfield 2 fr	Lenawee	265	232	200	94	35,000	$20,000 00	1	6
Bloomingdale	Van Buren	157	132	180	96	6,500	100 00	1	4
Boardman	Kalkaska	201	177	179	89	5,000	600 00	1	4
Boyne	Charlevoix	1,315	1,081	180	75	45,000	16,000 00	2	28
Boyne Falls	Charlevoix	176	141	180	61	5,500	1,000 00	1	3
Breckenridge	Gratiot	147	163	180	82	3,500	1,500 00	1	4
Breedsville	Van Buren	100	65	180	74	9,000	3,000 00	1	1
Bridgehampton Tp. 1	Sanilac	62	58	180	43	650			1
Bridgehampton Tp. 2	Sanilac	86	73	190	56	2,500		1	
Bridgehampton Tp. 5. fr	Sanilac	66	58	180	44	1,400		1	
Bridgeman	Berrien	173	100	160	87	1,500	382 10		2
Bridgeport	Saginaw	105	79	200	67	5,000		1	1
Brighton	Livingston	184	158	198	96	19,000	2,000 00	1	5
Britton	Lenawee	127	106	190	89	9,000	1,550 00	1	2
Bronson	Branch	276	236	190	92	15,000	2,000 00	1	7
Brooklyn	Jackson	148	132	190	94	5,000		1	4
Brown City	Sanilac	228	194	200	75	20,000	9,997 85	3	2
Buchanan	Berrien	394	341	190	84	6,000		2	10
Buckley	Wexford	205	165	180	72	5,500	872 00	2	2
Burden	Sanilac	154	94	200	56	2,000		1	
Burlington	Calhoun	93	74	180	85	3,500		1	2
Burnips Corners	Allegan	94	71	180	90	3,000		1	1
Burr Oak	St. Joseph	153	141	190	82	20,000		1	6
Burt Tp	Alger	487	411	200	93	20,000	1,200 00	1	13
Byron	Shiawassee	117	103	200	88	5,000		1	2
Cadillac	Wexford	2,292	1,755	180	97	130,000	4,000 00	3	43
Cady	Macomb	133	60	180	54	1,000		1	
Caledonia	Kent	139	135	200	80	6,000		1	3
Caledonia Tp. 3	Kent	69	61	180	60	2,000		1	1
Calumet	Houghton	8,110	6,224	200	95	464,000		15	168
Calumet Tp. 2	Houghton	1,690	1,258	200	87	35,000		1	29
Camden	Hillsdale	116	93	180	83	8,000	1,500 00	1	4
Cannon Tp. 2 fr	Kent	95	67	180	70	2,000		1	1
Capac	St. Clair	220	175	200	77	10,000		1	4
Caro	Tuscola	577	476	196	93	20,000	5,500 00	3	15
Carrollton Tp. 1	Saginaw	423	265	200	83	10,000		1	5
Carrollton Tp. 2	Saginaw	304	141	200	90	4,000		1	2
Carson City	Montcalm	252	176	179	82	15,000	6,000 00	1	7
Carsonville	Sanilac	188	132	200	64	4,000		1	3
Caseville	Huron	171	156	200	67	5,000		1	3
Casnovia	Muskegon	104	109	170	76	5,500	1,400 00	1	2
Cass City	Tuscola	398	386	200	91	20,000	1,700 00	2	10
Carsopolis	Cass	292	242	187	85	18,000		2	7
Cedar Springs	Kent	248	194	175	93	22,000	2,200 00	1	7
Central Lake	Antrim	298	310	190	75	20,000		1	9
Centerville	St. Joseph	168	145	180	91	10,000		1	5
Ceresco	Calhoun	67	47	180	76	2,000			2
Champion Tp	Marquette	508	363	200	91	13,000		3	8
Chandler Tp. 5 fr	Huron	187	116	200	79	1,600		1	1
Charlevoix	Charlevoix	778	548	185	93	42,000	23,000 00	3	15
Charlotte	Eaton	1,015	900	180	94	50,000		3	25
Charlton Tp	Otsego	166	139	154	74	6,500	1,000 00		5
Chase	Lake	100	80	180	77	1,500		1	1
Chassell Tp	Houghton	485	398	200	92	7,000		1	9
Cheboygan	Cheboygan	2,209	1,439	200	92	125,000	78,000 00	3	28
Chelsea	Washtenaw	496	350	200	96	15,000		1	15
Chesaning	Saginaw	361	269	194	93	15,000		2	6
Chief	Manistee	88	83	160	70	1,700	1,100 00	1	1
Chikaming Tp. 3	Berrien	102	51	180	74	1,600			2
China Tp. 4	St. Clair	91	71	180	74	1,600		1	1

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	60	$1,000 00	$2,900 00	$100 00	$48 33	$3,900 00	$6,914 98	55	$138 78
9	36	630 00	1,305 00	70 00	36 25	1,935 00	2,514 57	16	118 50
9	35	716 00	1,405 75	79 56	40 14	2,121 75	2,882 58	1	6 00
18	247	1,785 00	11,702 49	99 16	47 37	13,487 49	19,490 71	4	43 50
9	27	532 50	1,104 09	59 16	40 88	1,636 59	2,508 68	4	.....
9	36	540 00	1,275 00	60 00	35 41	1,815 00	2,336 23	22	123 60
9	9	540 00	342 00	60 00	38 00	882 00	1,172 95	4	34 25
.....	9	.....	405 00	.....	45 00	405 00	621 79	1	.....
10	.....	600 00	.....	60 00	.....	600 00	750 67	3	.....
9	.....	450 00	.....	50 00	.....	450 00	502 10	.....	.....
.....	16	.....	600 00	.....	37 50	600 00	884 18	1	.....
10	10	555 55	375 00	55 56	37 50	930 55	1,714 47	.....	.....
10	50	900 00	1,700 00	90 00	34 00	2,600 00	3,686 47	22	231 85
9	20	600 00	752 00	66 67	37 60	1,352 00	1,928 37	9	80 25
10	66	855 00	3,040 00	85 50	46 06	3,895 00	5,996 80	40	343 03
10	38	850 00	1,777 50	85 00	46 78	2,627 50	3,735 35	27	208 75
30	20	1,800 00	800 00	60 00	40 00	2,600 00	9,146 46	52	330 55
19	95	1,912 50	4,276 25	100 66	45 01	6,188 75	10,294 46	41	283 87
18	18	855 00	738 00	47 50	41 00	1,593 00	2,436 54	14	79 21
10	.....	600 00	.....	60 00	.....	600 00	721 65	5	.....
9	18	447 50	720 00	49 72	40 00	1,167 50	1,448 51	7	42 00
9	9	600 00	360 00	66 66	40 00	960 00	1,249 83	14	127 80
10	55	849 97	2,237 50	84 99	40 68	3,087 47	4,195 44	26	355 75
10	120	1,200 00	6,400 00	120 00	53 33	7,600 00	14,999 60	4	.....
10	20	700 00	850 00	70 00	42 50	1,550 00	2,108 71	20	172 50
27	387	4,050 00	21,913 17	150 00	56 62	25,963 17	38,440 58	8	64 00
9	.....	495 00	.....	55 00	.....	495 00	640 43	8	.....
10	30	750 00	1,055 00	75 00	35 16	1,805 00	3,024 99	32	210 82
9	5	405 00	75 00	56 11	15 00	480 00	727 64	6	34 00
149	1,668	19,385 00	103,729 73	130 10	62 18	123,114 73	178,904 32	75	3,004 00
2	289	130 00	17,394 65	65 00	60 19	17,524 65	41,503 20	.....	.....
9	36	900 00	1,476 00	100 00	41 00	2,376 00	3,283 75	20	132 50
9	9	472 50	270 00	52 50	30 00	742 50	983 21	10	15 05
10	40	850 00	1,800 00	85 00	45 00	2,650 00	5,135 15	34	357 90
30	119	2,575 00	5,230 00	85 83	43 95	7,805 00	12,462 38	69	693 19
10	50	850 00	2,000 00	85 00	40 00	2,850 00	3,832 51	7	3 00
10	20	650 00	925 00	65 00	46 25	1,575 00	2,636 27	.....	.....
9	67	850 00	3,078 75	94 44	45 95	3,928 75	5,494 64	32	332 02
10	30	650 00	1,150 00	65 00	38 33	1,800 00	2,477 41	7	34 80
10	30	750 00	1,190 00	75 00	39 67	1,940 00	2,792 41	10	43 00
9	18	585 00	630 00	65 00	35 00	1,215 00	2,360 29	7	61 25
20	100	1,600 00	4,180 00	80 00	41 80	5,780 00	7,564 86	63	652 81
19	67	1,622 50	3,212 50	85 39	47 94	4,835 00	6,378 75	34	359 05
10	66	1,000 00	3,105 46	100 00	47 05	4,105 46	5,612 57	42	427 58
10	85	1,100 00	3,872 50	110 00	45 56	4,972 50	6,715 47	11	176 47
9	45	842 92	1,845 00	94 77	45 00	2,687 92	3,481 85	11	110 00
.....	18	.....	630 00	.....	35 00	630 00	826 75	.....	.....
20	89	2,400 00	4,450 00	120 00	55 63	6,850 00	9,792 38	.....	.....
10	10	650 00	350 00	65 00	35 00	1,000 00	1,284 21	.....	.....
28	136	2,435 89	5,929 42	86 99	53 59	8,365 31	16,100 47	17	149 81
27	225	3,025 00	12,290 26	112 03	54 62	15,315 26	32,052 06	73	1,129 16
.....	41	.....	1,680 00	.....	40 97	1,680 00	2,587 76	10	.....
9	9	450 00	315 00	50 00	35 00	765 000	1,073 40	.....	.....
10	85	940 00	3,780 00	94 00	44 47	4,720 00	8,966 44	.....	.....
30	280	2,900 00	13,635 04	96 67	48 69	16,535 04	77,483 49	25	395 51
10	140	1,200 00	6,150 00	120 00	43 99	7,350 00	11,824 33	59	744 08
20	60	1,620 00	2,790 00	81 00	46 50	4,410 00	5,998 12	17	294 65
8	8	560 00	320 00	70 00	40 00	880 00	1,267 40	7	16 00
.....	17	.....	635 00	.....	37 35	635 00	711 40	.....	.....
9	9	468 00	315 00	52 00	35 00	783 00	1,036 64	3	45 00

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of school days.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Clare	Clare	475	375	196	89	$26,000		2	9
Clarkston	Oakland	130	112	200	79	4,000		1	3
Clarksville	Ionia	115	95	180	79	4,000		2	2
Clayton	Lenawee	102	85	180	82			1	2
Climax	Kalamazoo	143	107	180	92	6,500		1	3
Clinton	Lenawee	207	185	187	92	23,000	$12,900 00	1	6
Clio	Genesee	173	136	200	66	5,500		1	6
Coldwater	Branch	1,372	1,204	195	95	100,000		6	32
Coleman	Midland	398	378	200	74	12,000		1	8
Coloma	Berrien	213	186	180	91	10,000	900 00	1	6
Colon	St. Joseph	214	176	180	95	32,000	17,850 00	1	6
Columbiaville	Lapeer	138	133	200	71	16,000		1	4
Commerce Tp. 10	Oakland	34	28	180	64	600			1
Comstock	Kalamazoo	296	206	180	93	8,000	4,132 86	2	4
Concord	Jackson	122	111	190	79	9,000		1	5
Conklin	Ottawa	104	82	180	84	1,200			2
Constantine	St. Joseph	284	222	185	95	25,000		1	8
Coopersville	Ottawa	218	184	190	91	20,000	15,000 00	1	4
Copemish	Manistee	149	121	180	93	25,000		1	2
Coral	Montcalm	135	119	180	80	6,500	3,000 00	1	2
Corunna	Shiawassee	380	333	200	97	5,000	500 00	1	12
Covert	Van Buren	188	141	180	87	3,000		2	3
Crooked Lake	Clare	96	67	180	63	1,000		1	
Croswell	Sanilac	404	376	196	93	10,000	500 00	2	7
Crystal	Montcalm	106	99	180	83	4,000		1	1
Crystal Falls	Iron	1,357	1,140	177	84	116,000	47,000 00	1	36
Custer	Mason	124	99	180	73	3,000			2
Dansville	Ingham	92	92	200	80	4,000	200 00	1	3
Davison	Genesee	190	193	200	84	10,000		2	4
Dearborn	Wayne	365	234	198	84	30,000		2	7
Decatur	Van Buren	393	323	190	80	15,000		1	8
Deckerville	Sanilac	189	175	200	51	15 000	9,000 00	1	3
Deerfield	Lenawee	170	146	180	88	7,000		1	4
Detour	Chippewa	329	275	200	74	5,000		2	5
Detroit	Wayne	99,311	64,098	200	95	5,189,770		93	1,284
Dewitt	Clinton	115	108	178	88	4,500		1	4
Dexter	Washtenaw	237	209	180	98	20,000		1	8
Dimondale	Eaton	109	96	180	94	2,200		1	2
Dorr	Allegan	102	78	176	71	1,000		1	1
Douglass	Allegan	149	110	180	67	7,000		1	3
Dowagiac	Cass	1,114	1,085	198	95	80,000	18,000 00	5	25
Downington	Sanilac	78	73	200	54	1,650	100 00		1
Dryden	Lapeer	144	105	200	84	2,000		1	2
Dundee	Monroe	274	254	180	82	20,000		1	7
Durand	Shiawassee	496	436	200	94	25,000	4,000 00	4	14
East Grand Rapids	Kent	150	111	200	70	6,000	3,348 12		3
East Jordan	Charlevoix	740	609	185	94	19,500	2,600 00	3	15
East Lansing	Ingham	104	88	180	93	4,000	1,200 00		3
East Tawas	Iosco	489	438	200	93	10,000		2	9
Eaton Rapids	Eaton	403	367	200	92	75,000		2	13
Eau Claire	Berrien	122	121	180	91	6,000		1	3
Ecorse Tp. 1	Wayne	442	242	200	82	20,000	4,000 00	1	6
Ecorse Tp. 3	Wayne	286	194	200	80	10,500		1	4
Ecorse Tp. 12	Wayne	211	178	200	70	12,000	10,500 00	1	5
Edenville	Midland	105	71	180	70	2,000		1	1
Edmore	Montcalm	258	221	190	82	5,000		1	4
Edwardsburg	Cass	120	100	180	92	3,000		1	3
Elk Rapids	Antrim	581	503	188	90	30,000		1	17
Elkton	Huron	308	245	200	75	10,000	5,000 00	1	5
Elk Tp. 4 fr	Sanilac	109	88	200	69	1,200		1	

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
20	90	$1,400 00	$3,650 00	$70 00	$40 56	$5,050 00	$6,353 51	34	$284 12
10	30	875 00	1,300 00	87 50	43 33	2,175 00	3,073 38	16	158 89
11	16	720 00	640 00	83 63	57 50	1,360 00	1,833 56	10	65 65
9	18	720 00	585 00	80 00	32 50	1,305 00	1,609 72	10	64 75
9	27	540 00	1,170 00	60 00	4 333	1,710 00	2,382 52	10	114 20
10	57	900 00	2,460 50	90 00	43 18	3,360 50	6,921 62	33	386 46
10	60	850 00	2,440 00	85 00	40 67	3,290 00	4,459 62	44	418 23
60	320	5,165 00	14,690 00	86 08	45 90	19,855 00	33,232 27	56	954 60
10	80	750 00	2,850 00	75 00	35 63	3,600 00	4,941 21	14	95 50
9	54	720 00	2,250 00	80 00	41 67	2,970 00	3,924 01	40	379 65
9	54	765 00	2,295 00	85 00	42 50	3,060 00	4,828 08	27	222 01
10	40	900 00	1,700 00	90 00	42 50	2,600 00	3,968 78	16	85 20
.....	9	.....	353 00	.....	39 22	353 00	386 55	1	3 50
18	36	1,050 00	1,395 00	58 33	38 75	2,445 00	9,850 16	1	12 60
9	39	800 00	1,917 75	88 89	49 17	2,717 75	3,436 19	30	223 50
.....	18	.....	765 00	.....	42 50	765 00	958 55	11	45 90
10	66	1,000 00	3,127 50	100 00	47 38	4,127 50	5,417 96	36	441 59
10	38	700 00	1,518 40	70 00	39 96	2,218 40	7,880 57	28	280 66
9	18	479 00	675 00	53 22	37 50	1,154 00	1,703 49	9	29 00
9	18	495 00	630 00	55 00	35 00	1,125 00	3,397 75	14	91 00
10	112	1,000 00	5,350 00	100 00	47 76	6,350 00	14,482 68	30	237 25
9	27	1,105 00	1,215 00	122 78	45 00	2,320 00	2,931 84	19	73 21
9	.....	495 00	.....	59 00	.....	495 00	506 81	2	.....
20	66	1,750 00	3,182 50	87 50	48 22	4,932 50	9,971 09	27	185 50
9	9	525 00	270 00	58 33	30 00	795 00	1,128 15	18	83 26
10	350	1,650 00	17,572 19	165 00	50 20	19,222 19	43,830 32	.....	.....
.....	27	.....	1,170 00	.....	43 33	1,170 00	1,724 57	1	.....
10	30	650 00	1,200 00	65 00	40 00	1,850 00	2,465 09	14	45 00
20	40	1,150 00	1,500 00	57 50	37 50	2,650 00	3,854 87	20	239 45
18	53	1,175 00	2,212 50	65 28	41 74	3 387 50	5,676 83	11	80 00
10	76	1,000 00	3,202 74	100 00	42 14	4,202 74	6,489 01	54	450 25
10	30	750 00	1,250 00	75 00	41 67	2,000 00	8,726 28	9	91 40
9	36	630 00	1,440 00	70 00	40 00	2,070 00	2,464 03	25	158 45
20	42	1,400 00	1,780 00	70 00	42 38	3,180 00	4,933 80	2	.....
930	12,840	138,558 30	1,022,054 74	148 98	79 59	1,160,613 04	2,063,412 15	183	.....
9	18	495 00	630 00	55 00	35 00	1,125 00	1,470 10	5	31 75
9	63	900 00	2,722 50	100 00	43 21	3,622 50	5,116 19	43	540 20
9	18	540 00	720 00	60 00	40 00	1,260 00	2,108 10	12	75 00
9	9	450 00	315 00	50 00	35 00	765 00	990 56	2	4 00
9	27	675 00	1,215 00	75 00	45 00	1,890 00	3,470 96	3	23 00
50	250	4,525 00	10,273 00	90 50	41 09	14,798 00	25,275 11	63	461 99
.....	10	.....	550 00	.....	55 00	550 00	695 65	6	6 00
10	20	700 00	750 00	70 00	37 50	1,450 00	1,865 25	18	84 70
9	63	810 00	2,558 97	90 00	40 61	3,368 97	4,322 23	24	289 17
31	140	2,150 00	4,564 00	69 35	32 60	6,714 00	11,018 11	24	181 33
.....	30	.....	1,400 00	.....	46 67	1,400 00	2,348 12	.....	.....
24	133	1,892 50	6,399 92	78 85	48 12	8,292 42	11,638 59	12	14 00
.....	27	.....	1,170 00	.....	43 33	1,170 00	2,086 07	10	15 50
20	90	1,400 00	3,850 00	70 00	42 78	5,250 00	8,566 37	.....	.....
20	130	1,900 00	5,575 00	95 00	42 87	7,475 00	11,549 96	23	376 50
9	27	630 00	1,147 50	70 00	42 50	1,777 50	2,677 81	24	.....
9	60	900 00	2,975 00	100 00	49 58	3,875 00	5,917 00	.....	.....
8	40	750 00	1,700 00	93 75	42 50	2,450 00	3,862 30	.....	.....
10	39	500 00	1,114 75	50 00	28 58	1,614 75	3,186 42	.....	.....
9	9	495 00	360 00	55 00	40 00	855 00	929 13	3	.....
10	38	750 00	1,566 50	75 00	41 75	2,336 50	3,090 07	26	132 00
9	27	720 00	1,102 50	80 00	40 83	1,822 50	2,400 24	20	204 06
10	161	1,372 22	6,484 99	137 22	40 27	7,857 21	12,166 65	19	140 00
10	50	1,000 00	1,900 00	100 00	38 00	2,900 00	4,110 42	24	237 41
10	.....	600 00	.....	60 00	.....	600 00	901 25	.....	.....

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of school days.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Elm Hall	Gratiot	103	90	180	72	$3,000		1	2
Elsie	Clinton	216	169	190	94	25,000	$9,000 00	3	4
Empire	Leelanau	216	183	180	92	6,500		2	5
Erie	Monroe	176	144	180	70	4,800		2	2
Escanaba	Delta	4,235	3,139	200	95	254,649	93,000 00	6	71
Essexville	Bay	526	141	200	87	6,000		1	4
Estey	Gladwin	105	84	180	74	1,500		1	1
Evart	Osceola	482	385	200	90	15,000	2,500 00	2	10
Fairgrove	Tuscola	131	126	200	93	4,500	1,800 00	1	4
Fair Haven	St. Clair	148	74	200	55	1,800		1	1
Farmington	Oakland	153	144	200	85	6,000		1	4
Farwell	Clare	279	226	180	90	12,500	9,497 56	1	5
Fennville	Allegan	222	187	180	93	5,000		1	4
Fenton	Genesee	550	475	200	95	75,000		3	12
Fife Lake	Grand Traverse	131	114	180	78	5,000		1	2
Filion	Huron	79	66	199	75	1,200		1	
Fillmore Tp. 1	Allegan	144	92	180	89	2,000		1	1
Fillmore Tp. 2	Allegan	177	106	180	89	2,400			2
Flat Rock	Wayne	120	94	200	93	12,000		1	4
Flint	Genesee	4,019	3,218	200	95	300,000	113,000 00	5	76
Flushing	Genesee	210	213	200	94	15,000		2	4
Forest Grove	Ottawa	90	66	180	82	1,500		1	1
Forestville	Sanilac	110	84	160	67	1,200		1	1
Forsyth Tp	Marquette	442	338	172	80	11,285	1,575 00	1	10
Fostoria	Tuscola	112	93	200	83	3,600		1	2
Fowlerville	Livingston	282	202	200	68	12,000		1	8
Frankfort	Benzie	614	561	193	96	30,000	9,000 00	1	14
Freeport	Barry	149	144	180	75	5,000		2	3
Fremont	Newaygo	398	334	200	95	15,000		2	13
Frontier	Hillsdale	78	73	180	92	3,000		1	2
Fruitport	Muskegon	109	91	200	89	24,000		1	2
Gagetown	Tuscola	193	97	200	75	6,000	1,400 00	1	2
Gaines	Genesee	100	97	200	82	4,000		1	2
Galesburg	Kalamazoo	143	121	180	95	12,000		1	8
Galien	Berrien	160	145	180	81	5,000		1	4
Gaylord	Otsego	561	405	190	91	20,000	6,000 00	1	13
Gladstone	Delta	1,141	1,048	200	95	50,000	30,000 00	2	17
Gladwin	Gladwin	298	250	200	80	21,000	15,000 00	1	6
Gobleville	Van Buren	103	153	190	80	5,000		3	6
Goodrich	Genesee	84	73	200	94	2,000		1	1
Graafschap	Allegan	138	90	180	84	1,500			2
Grand Blanc	Genesee	127	98	200	83	7,000	2,000 00	1	2
Grand Haven	Ottawa	1,610	1,155	200	97	90,000	30,000 00	2	31
Grand Junction	Van Buren	75	60	176	80	4,000		1	1
Grand Ledge	Eaton	653	537	200	94	25,000	3,000 00	2	15
Grand Rapids	Kent	27,216	15,874	200	95	1,785,700	125,000 00	29	454
Grandville	Kent	313	299	200	80	10,000	300 00	1	6
Grant	Newaygo	141	93	180	76	5,000	1,800 00	1	3
Grass Lake	Jackson	194	189	200	97	15,000		1	7
Gratton	Kent	84	69	180	64	1 400		1	1
Grayling	Crawford	555	480	200	89	18,000	4 000 00	1	12
Greenville	Montcalm	900	662	200	93	33,000		1	23
Grindstone City	Huron	147	132	200	77	1,500	5,200 00	1	2
Grosse Isle	Wayne	227	136	200	67	9,000		1	3
Grosse Pointe Tp. 1	Wayne	287	188	200	55	34,975	28,000 00		5
Hadley	Lapeer	99	85	190	91	3,500		2	1
Hale	Iosco	131	108	180	58	3,000	600 00		2
Halfway	Macomb	153	59	200	71	3,200			2
Hamilton	Allegan	106	95	180	75	6,000	4,000 00	1	1
Hamtramck	Wayne	1,032	661	200	69	45,000	27,000 00	1	16

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	12	$450 00	$420 00	$50 00	$35 00	$870 00	$1,102 90	9	$51 83
21	36	1,240 00	1,242 50	59 05	34 51	2,482 50	4,188 55	22	269 25
9	36	900 00	1,688 75	100 00	46 90	2,588 75	4,560 96	.....	.....
9	18	490 00	705 00	54 44	39 17	1,195 00	1,452 06	6	15 00
60	585	6,983 75	29,352 22	116 39	50 17	36,335 97	154,511 43	30	564 60
10	39	790 00	1,650 00	79 00	42 30	2,440 00	4,136 10	2	.....
9	9	360 00	360 00	40 00	40 00	720 00	1,206 44	.....	.....
20	110	1,350 00	4,550 00	67 50	41 55	5,900 00	9,789 13	25	171 00
10	30	600 00	1,050 00	60 00	35 00	1,650 00	2,122 49	12	111 50
10	10	700 00	348 25	70 00	34 83	1,048 25	1,553 04	.....	.....
10	40	700 00	1,450 00	70 00	36 25	2,150 00	4,247 93	6	129 00
9	45	720 00	1,809 00	80 00	40 20	2,529 00	14,100 47	8	61 35
9	36	900 00	1,665 00	100 00	46 25	2,565 00	3,179 07	22	94 77
30	120	3,050 00	5,420 00	101 66	45 16	8,470 00	12,236 36	78	1,052 30
9	18	630 00	756 00	70 00	42 00	1,386 00	1,853 83	5	.....
10	.....	547 25	.....	54 73	.....	547 25	774 88	1	.....
9	9	495 00	324 00	55 00	36 00	819 00	990 49	3	.....
.....	18	.....	828 00	.....	46 00	828 00	1,206 25	9	.....
10	30	750 00	1,360 00	75 00	45 33	2,110 00	2,831 02	27	250 07
50	760	6,600 00	40,563 79	132 00	53 37	47,163 79	98,157 52	81	2,361 60
20	40	1,400 00	1,550 00	70 00	38 75	2,950 00	3,981 55	40	471 76
9	9	450 00	315 00	50 00	35 00	765 00	884 18	.....	.....
8	6	480 00	180 00	60 00	30 00	660 00	847 44	.....	.....
10	92	950 00	4,598 75	95 00	49 98	5,548 75	10,406 29	1	.....
10	20	600 00	700 00	60 00	35 00	1,300 00	2,541 01	11	53 25
10	70	900 00	2,875 00	90 00	41 07	3,775 00	5,684 09	40	513 50
10	140	1,200 00	6,062 75	120 00	43 30	7,262 75	11,572 19	5	42 30
18	27	1,080 00	1,043 00	60 00	38 63	2,123 00	2,552 08	16	110 00
20	109	1,600 00	4,378 00	80 00	30 16	5,978 00	9,521 59	29	474 40
9	18	495 00	675 00	55 00	37 50	1,170 00	1,419 52	28	131 98
10	20	700 00	835 65	70 00	41 78	1,535 65	3,424 00	4	18 00
10	20	675 00	650 00	67 50	32 50	1,325 00	2,495 51	9	58 00
10	20	675 00	700 00	67 50	35 00	1,375 00	1,826 34	34	287 34
9	53	850 00	1,973 50	94 44	37 23	2,823 50	3,616 01	55	532 00
9	27	775 00	1,147 50	86 11	42 50	1,922 50	2,506 02	8	92 25
9	105	1,200 00	5,325 15	133 33	50 71	6,546 15	10,472 49	17	98 00
20	170	2,100 00	8,407 12	105 00	49 45	10,507 12	22,053 86	7	.....
10	60	800 00	2,400 00	80 00	40 00	3,200 00	5,173 88	37	562 86
10	38	942 50	1,444 88	94 25	38 02	2,387 38	3,114 56	33	310 50
10	10	550 00	400 00	55 00	40 00	950 00	1,158 82	20	174 50
.....	18	.....	840 00	.....	46 66	840 00	1,482 42	10	.....
10	20	600 00	850 00	60 00	42 50	1,450 00	2,667 73	24	229 75
20	310	2,700 00	15,214 50	135 00	49 07	17,914 50	24,505 20	32	408 75
9	9	468 00	378 00	52 00	42 00	846 00	1,187 34	9	28 80
20	140	2,040 00	6,323 88	102 00	45 17	8,363 88	12,661 15	58	679 65
290	4,540	35,335 00	346,896 46	121 84	76 49	382,231 46	593,588 80	96	2,213 73
10	60	900 00	2,275 00	90 00	37 92	3,175 00	5,038 59	29	389 45
9	18	550 00	630 00	61 11	35 00	1,180 00	1,669 46	4	28 00
10	70	900 00	2,491 25	90 00	35 58	3,391 25	4,908 15	29	250 70
9	9	500 00	315 00	55 56	35 00	815 00	1,091 10	4	12 50
10	100	1,050 00	4,900 00	105 00	49 00	5,950 00	8,191 22	6	.....
10	230	1,400 00	10,440 00	140 00	45 39	11,840 00	16,499 58	34	899 95
10	18	803 00	720 00	80 30	40 00	1,523 00	2,596 51	2	.....
10	30	750 00	1,475 00	75 00	49 16	2,225 00	3,453 95	.....	.....
.....	50	.....	2,700 00	.....	54 00	2,700 00	7,815 15	.....	.....
10	9	1,003 75	332 50	100 38	36 94	1,336 25	2,847 21	36	351 67
.....	18	.....	720 00	.....	40 00	720 00	909 70	.....	.....
.....	10	.....	900 00	.....	90 00	900 00	1,453 74	10	32 45
9	9	450 00	360 00	50 00	40 00	810 00	6,222 80	2	6 00
10	131	1,090 00	5,219 75	108 00	39 84	6,299 75	13,682 93	5	24 50

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of school days.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Hamtramck Tp. 3	Wayne	129	83	200	67	$2,500	$805 45	.....	2
Hamtramck Tp. 5	Wayne	265	160	190	73	10,000	9,359 00	1	5
Hancock	Houghton	2,242	1,305	196	98	168,308	12,000 00	5	26
Hanover	Jackson	112	105	200	90	6,000	.....	1	4
Harbor Beach	Huron	446	274	195	94	30,000	16,000 00	1	9
Harbor Springs	Emmet	769	450	180	88	20,000	6,000 00	2	12
Harrietta	Wexford	155	126	180	81	4,000	.....	1	3
Harrison	Clare	249	209	180	75	3,500	.....	2	3
Harrisville	Alcona	174	148	179	72	5,000	.....	1	4
Hart	Oceana	453	359	180	85	25,000	.....	1	16
Hartford	Van Buren	359	337	180	85	15,000	7,000 00	1	8
Haslett	Ingham	96	71	180	91	6,000	500 00	1	2
Hastings	Barry	863	751	195	93	50,000	1,000 00	3	22
Hematite Tp	Iron	200	190	200	77	10,200	1,135 48	1	7
Hersey	Osceola	137	116	189	84	5,000	.....	1	3
Hesperia	Newaygo	153	139	180	87	6,000	.....	1	4
Highland Park	Wayne	508	317	200	75	23,000	18,000 00	1	9
Hillman	Montmorency	255	210	180	67	3,570	.....	3	4
Hillsdale	Hillsdale	1,096	968	187	95	120,000	50,285 00	3	28
Holland	Ottawa	2,946	2,048	198	96	140,000	35,000 00	4	44
Holland Tp. 3	Ottawa	131	94	200	73	2,000	.....	1	1
Holland Tp. 4	Ottawa	105	58	180	69	1,800	.....	1	.....
Holland Tp. 6	Ottawa	124	89	180	72	2,500	550 00	.....	2
Holland Tp. 9	Ottawa	163	126	200	66	10,000	7,000 00	1	2
Holland Tp. 11 fr	Ottawa	95	72	172	84	3,000	750 00	1	1
Holly	Oakland	391	294	195	94	18,500	.....	1	9
Holt	Ingham	99	94	180	77	3,000	.....	1	2
Holton	Muskegon	88	79	180	75	2,000	.....	.....	2
Homer	Calhoun	196	217	190	87	25,000	3,200 00	1	9
Honor	Benzie	224	200	180	80	4,500	1,200 00	1	4
Horton	Jackson	76	47	190	83	5,000	.....	1	2
Houghton	Houghton	2,235	1,511	200	93	175,000	50,000 00	7	53
Howard City	Montcalm	381	319	186	80	5,000	.....	1	9
Howell	Livingston	546	491	200	97	35,000	.....	1	20
Hubbardston	Ionia	124	65	180	90	4,500	.....	1	2
Hudson	Lenawee	581	522	190	92	27,500	.....	3	14
Hudsonville	Ottawa	186	135	180	80	2,500	.....	1	2
Hume Tp. 1	Huron	71	51	200	69	1,000	.....	1	.....
Imlay City	Lapeer	352	275	195	95	18,000	6,000 00	1	7
Ionia	Ionia	1,345	991	191	96	65,000	.....	2	30
Iron Mountain	Dickinson	3,278	2,715	190	94	250,000	31,000 00	6	61
Iron River	Iron	749	594	200	90	40,000	15,000 00	1	22
Ironwood	Gogebic	3,733	2,734	199	94	250,000	41,000 00	4	70
Ishpeming	Marquette	3,911	3,240	183	82	350,000	65,000 00	5	74
Ithaca	Gratiot	556	494	190	89	42,000	6,000 00	1	15
Jackson	Jackson	5,991	4,052	193	95	350,000	143,000 00	7	98
Jamestown	Ottawa	143	118	180	73	2,500	.....	1	2
Jennings	Missaukee	350	317	184	77	10,000	.....	1	7
Jerome	Hillsdale	78	50	180	90	7,000	5,550 67	1	2
Jonesville	Hillsdale	320	304	200	86	30,000	.....	1	8
Kalamazoo	Kalamazoo	8,196	4,849	187	95	666,000	193,000 00	16	165
Kalkaska	Kalkaska	369	342	179	78	25,000	3,000 00	1	11
Kendall	Van Buren	63	45	180	80	1,000	.....	.....	2
Kent City	Kent	167	158	172	94	8,000	2,000 00	1	3
Kilmanagh	Huron	196	119	180	65	2,000	.....	.....	2
Kingsley	Grand Traverse	203	171	180	81	5,000	.....	2	3
Kinde	Huron	152	118	200	75	2,000	1,200 00	1	1
Kingston	Tuscola	157	139	200	71	7,000	2,500 00	1	2
Kochville Tp. 6	Saginaw	110	69	180	67	1,600	.....	.....	2
Laingsburg	Shiawassee	139	106	200	85	5,000	.....	1	5

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
.....	20	.....	$850 00	.....	$42 50	$850 00	$1,395 78	6	$14 60
10	39	$750 00	1,235 00	$75 00	31 67	1,985 00	3,440 33	3	13 50
50	280	5,500 00	14,650 00	110 00	56 34	20,150 00	31,145 84	20	836 99
10	40	650 00	1,525 00	65 00	38 13	2,175 00	2,973 85	24	290 00
10	90	1,000 00	4,025 00	100 00	44 72	5,025 00	7,746 96	12	124 30
18	108	1,920 00	5,373 50	106 66	49 74	7,293 50	9,576 74	12	90 00
9	27	540 00	1,170 00	60 00	43 33	1,710 00	2,343 03	.....	.....
18	24	960 00	910 50	53 33	37 93	1,870 50	2,356 37	8	49 50
9	27	630 00	1,161 00	70 00	43 00	1,791 00	2,487 99	7	.....
10	132	1,400 00	6,967 50	140 00	52 78	8,367 50	10,655 81	40	336 00
8	72	750 00	3,650 00	250 00	50 69	4,400 00	7,420 38	46	466 87
9	9	510 00	358 00	56 67	39 67	868 00	1,164 24	6	24 50
29	183	3,200 00	12,025 00	110 34	65 71	15,225 00	24,721 04	88	849 89
10	60	1,000 00	3,500 00	100 00	58 33	4,500 00	9,700 96	.....	.....
10	28	650 00	1,140 00	65 00	40 71	1,790 00	2,250 21	9	72 77
9	36	630 00	1,507 50	70 00	41 87	2,137 50	2,967 78	25	200 69
10	76	1,200 00	4,873 00	120 00	64 11	6,073 00	12,112 71	14	145 95
27	36	1,215 00	1,080 00	45 00	30 00	2,295 00	3,025 91	13	.....
28	267	3,200 00	13,311 02	114 28	49 85	16,511 02	50,385 56	85	1,120 50
40	426	4,400 00	20,496 31	110 00	48 11	24,896 31	74,266 06	38	253 98
10	10	500 00	375 00	50 00	37 50	875 00	1,277 98	1	.....
9	.....	585 00	.....	65 00	.....	585 00	773 91	.....	.....
.....	18	.....	693 00	.....	38 50	693 00	1,046 47	.....	.....
10	20	650 00	670 00	65 00	33 50	1,320 00	2,379 36	.....	.....
9	9	472 50	337 50	52 50	37 50	810 00	1,050 94	6	12 50
10	86	1,000 00	3,644 00	100 00	42 37	4,644 00	6,001 58	37	451 30
9	18	405 00	626 50	45 00	34 78	1,031 50	1,228 25	7	56 03
.....	18	.....	720 00	.....	40 00	720 00	1,045 72	14	87 50
10	85	900 00	4,075 00	90 00	47 94	4,975 00	6,616 03	34	263 71
9	36	720 00	1,440 00	80 00	40 00	2,160 00	4,196 88	8	21 75
10	19	775 00	712 50	77 50	37 50	1,487 50	1,833 16	11	77 65
71	440	7,993 25	24,699 03	112 58	56 13	32,702 28	63,962 27	19	943 75
10	73	1,000 00	3,687 50	100 00	50 51	4,687 50	6,592 18	16	132 00
10	170	1,400 00	7,015 00	140 00	41 26	8,415 00	12,470 87	78	1,144 37
9	18	585 00	720 00	65 00	40 00	1,305 00	2,342 57	16	109 75
29	133	2,500 00	6,054 00	86 20	45 51	8,554 00	12,631 41	64	839 82
9	18	585 00	630 00	65 00	35 00	1,215 00	1,760 06	2	19 88
10	.....	600 00	.....	60 00	.....	600 00	735 11	3	.....
10	70	1,000 00	2,950 00	100 00	42 14	3,950 00	9,827 53	37	447 92
20	300	1,975 00	15,506 58	98 75	51 68	17,481 58	26,165 80	115	1,482 61
57	580	7,522 50	35,741 00	131 97	61 62	43,263 50	79,343 71	2	34 93
10	180	1,200 00	8,802 63	120 00	48 93	10,002 63	17,002 74	8	142 00
37	700	6,550 00	35,883 61	177 02	51 26	42,433 61	90,962 04	5	92 50
48	703	5,890 00	45,576 63	122 70	64 83	51,466 63	145,847 67	.....	.....
9	123	1,100 00	5,587 50	122 22	45 42	6,687 50	20,727 73	53	676 74
50	980	9,200 00	55,266 48	184 00	56 40	64,466 48	104,692 03	59	839 72
9	18	495 00	503 75	55 00	27 98	998 75	1,264 62	.....	.....
9	65	690 00	2,754 00	76 67	42 36	3,444 00	6,537 87	.....	.....
9	18	500 00	585 00	55 56	32 50	1,085 00	3,233 76	3	.....
10	80	1,000 00	3,500 00	100 00	43 75	4,500 00	6,152 60	29	264 13
152	1,563	17,322 56	92,559 59	113 96	59 21	109,882 15	205,597 79	63	1,235 56
9	99	900 00	4,358 34	100 00	44 02	5,258 34	9,407 53	18	122 00
.....	18	.....	675 00	.....	37 50	675 00	805 20	.....	.....
9	27	675 00	990 00	75 00	36 67	1,665 00	2,529 63	33	203 70
.....	18	.....	855 00	.....	47 50	855 00	1,051 28	4	1 63
14	22	1,025 00	945 00	73 21	42 95	1,970 00	2,993 32	5	21 60
10	10	600 00	400 00	60 00	40 00	1,000 00	1,180 79	5	24 94
10	20	550 00	600 00	55 00	30 00	1,150 00	1,876 36	11	57 70
.....	18	.....	756 00	.....	42 00	756 00	1,029 08	.....	.....
10	40	625 00	1,615 00	62 50	40 38	2,240 00	3,620 88	22	259 00

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of days school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Lake Ann	Benzie	101	78	180	86	$4,000		1	2
Lake City	Missaukee	311	273	180	70	18,000	$8,066 25	1	6
Lake Linden	Houghton	1,920	743	200	97	44,000		3	26
Lake Odessa	Ionia	334	227	187	85	15,000		3	8
Lakeview	Montcalm	317	293	190	87	3,000		3	5
L'Anse	Baraga	601	445	200	88	43,001	19,000 00	2	13
Lansing	Ingham	5,275	3,731	185	96	230,000		7	98
Lapeer	Lapeer	589	442	196	93	30,000		2	17
Lawrence	Van Buren	191	197	180	87	10,000		1	9
Lawton	Van Buren	228	195	178	85	13,000	3,000 00	1	7
Leitch	Sanilac	63	51	200	54	1,000			1
Lennon	Shiawassee	101	99	200	78	3,000		1	1
*Lenox	Macomb								
Leonard	Oakland	134	85	200	82	5,000		1	2
LeRoy	Osceola	184	146	180	77	5,000		1	5
Leslie	Ingham	266	229	200	95	15,000		1	5
Levering	Emmet	125	131	180	62	3,500	1,000 00	1	2
Lexington	Sanilac	144	133	200	78	10,000		1	4
Lincoln Tp. 2	Huron	92	75	200	50	1,000			2
Lincoln Tp. 4	Berrien	111	57	150	75	4,000		1	1
Linden	Genesee	169	147	200	82	7,000		1	4
Lisbon	Ottawa	86	49	180	80	2,500		1	1
Litchfield	Hillsdale	150	138	180	86	10,000		2	3
Lowell	Kent	432	428	200	84	18,000		2	12
Lucas	Missaukee	97	103	180	69	1,100		1	2
Ludington	Mason	2,097	1,530	190	87	200,00	15,000 00	3	44
Luther	Lake	261	202	190	61	6,000		1	5
Lyons	Ionia	176	141	180	90	3,000		2	5
Mackinac Island	Mackinac	195	141	180	90	10,000		1	3
Mackinaw City	Cheboygan	214	128	195	77	6,500		1	3
Macomb Tp. 2 fr	Macomb	102	48	180	58	700		1	
Mancelona	Antrim	571	550	180	89	25,000		3	15
Manchester	Washtenaw	354	216	200	95	20,000		1	9
Manistee	Manistee	3,984	2,443	200	96	136,500	3,000 00	5	69
Manistique	Schoolcraft	1,454	952	188	94	70,000		4	26
Manton	Wexford	386	431	180	65	25,000	7,000 00	1	10
Maple Rapids	Clinton	129	112	190	89	3,000		1	3
Maple Ridge	Arenac	95	96	180	60	3,000	101 00	1	1
Maple Ridge Tp	Alpena	280	161	180	59	3,200			12
Marcellus	Cass	226	190	175	96	18,000		1	7
Marine City	St. Clair	1,229	604	200	93	63,000	13,000 00	4	14
Marion	Osceola	332	271	180	90	9,000	2,000 00	1	7
Marion Tp. 4 fr	Sanilac	93	78	200	57	2,000		2	1
Marlette	Sanilac	328	272	200	94	20,000	6,500 00	1	9
Marquette	Marquette	3,300	2,122	193	95	292,500	80,000 00	9	55
Marshall	Calhoun	993	740	200	95	125,000	8,000 00	3	26
Martin	Allegan	126	91	180	87	4,000		1	3
Marysville	St. Clair	125	90	180	71	1,000		1	1
Mason	Ingham	393	346	200	95	40,000	21,600 00	1	13
Matchwood Tp	Ontonagon	178	147	180	80	15,000	2,500 00	2	6
Mattawan	Van Buren	110	87	180	74	6,000			3
Mayville	Tuscola	208	172	200	89	10,000	500 00	2	4
McBain	Missaukee	261	230	180	73	6,000		1	5
McBride	Montcalm	138	107	190	81	3,500		1	2
McMillan Tp	Luce	612	626	200	94	20,000	40,000 00	4	19
McMillan Tp	Ontonagon	137	105	180	69	6,600		1	5

*Included in Richmond.

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	15	$540 00	$600 00	$60 00	$40 00	$1,140 00	$1,519 49	8	$7 50
9	54	675 00	2,385 00	75 00	44 16	3,060 00	4,984 44	14	94 55
30	251	3,450 00	14,804 42	115 00	58 98	18,254 42	30,501 99	18	380 00
29	74	1,945 00	2,759 99	67 07	37 30	4,704 99	6,149 13	26	438 14
29	47	2,292 50	1,852 50	82 50	39 84	4,245 00	5,288 93	45	395 06
20	106	2,000 00	5,385 00	100 00	50 80	7,385 00	14,460 45	3	.....
67	931	8,600 00	48,575 50	128 35	52 17	57,175 50	95,327 34	77	969 47
20	170	2,050 00	7,915 00	102 50	46 55	9,965 00	13,711 06	55	721 50
9	64	965 00	2,686 25	107 25	41 97	3,651 25	5,303 61	50	562 25
9	54	800 00	2,349 50	88 89	43 50	3,149 50	4,598 69	50	499 02
.....	10	.....	470 00	.....	47 00	470 00	594 83	5	.....
10	10	600 00	400 00	60 00	40 00	1,000 00	1,430 83	17	158 45
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	20	594 00	700 00	54 40	35 00	1,294 00	1,700 23	9	62 83
9	36	675 00	1,620 00	75 00	45 00	2,295 00	2,904 77	13	51 50
10	50	1,100 00	2,100 00	100 00	42 00	3,200 00	8,084 30	53	553 52
9	18	720 00	855 00	80 00	47 50	1,575 00	2,021 17	3	5 00
10	40	789 47	1,773 68	78 95	44 34	2,563 15	4,015 95	14	102 37
.....	16	.....	670 00	.....	41 87	670 00	716 80	1	7 20
8	7	450 00	280 00	56 25	40 00	730 00	875 36	.....	.....
10	40	650 00	1,450 00	65 00	36 25	2,100 00	2,912 48	12	108 00
9	9	630 00	360 00	70 00	40 00	990 00	1,280 76	3	15 25
18	27	1,305 00	1,305 00	72 50	48 33	2,610 00	3,851 20	43	447 00
20	120	1,350 00	4,345 00	67 50	36 20	5,695 00	8,977 40	34	410 14
9	9	477 00	423 00	53 00	47 00	900 00	1,154 98	2	.....
29	418	3,800 00	20,733 00	131 03	49 60	24,533 00	38,496 18	31	357 70
10	40	700 00	1,468 75	70 00	36 72	2,168 75	3,161 78	.....	.....
10	35	810 00	1,462 50	81 00	41 78	2,272 50	2,891 03	24	126 80
9	27	900 00	1,656 00	100 00	61 40	2,556 00	3,875 82	3	.....
10	30	850 00	1,327 50	85 00	44 28	2,177 50	3,213 04	1	.....
9	.....	414 00	.....	46 00	.....	414 00	608 28	.....	.....
26	126	1,937 52	5,292 35	74 52	42 00	7,229 87	17,188 47	24	188 48
10	89	1,000 00	3,493 75	100 00	39 25	4,493 75	6,127 82	19	345 00
50	690	6,119 75	38,114 22	122 39	55 24	44,233 97	63,118 48	60	953 11
40	260	4,300 00	14,266 00	107 50	54 86	18,566 00	29,026 63	12	112 12
9	83	900 00	3,497 50	100 00	42 13	4,397 50	7,936 05	29	273 65
10	30	800 00	1,350 00	80 00	45 00	2,150 00	2,697 05	14	163 20
9	9	445 00	315 00	49 11	35 00	760 00	921 96	3	5 97
.....	60	.....	2,253 75	.....	37 56	2,253 75	2,746 01	2	.....
9	54	844 90	2,610 00	93 88	48 33	3,454 90	5,094 73	40	389 80
40	140	3,110 00	5,915 47	77 75	42 25	9,025 47	14,404 90	16	124 00
9	63	810 00	2,610 00	90 00	41 42	3,420 00	9,088 39	11	115 82
10	2	583 50	43 75	58 35	21 88	627 25	794 26	.....	.....
10	90	850 00	4,250 00	85 00	47 22	5,100 00	6,756 98	33	506 50
90	550	9,655 00	31,971 00	107 27	58 13	41,626 00	62,014 21	4	.....
30	260	3,500 00	12,125 00	116 67	46 63	15,625 00	23,171 42	85	1,290 57
9	27	712 50	1,240 00	79 17	45 92	1,952 50	2,870 02	14	95 00
9	9	437 50	315 00	48 61	35 00	752 50	998 16	1	2 63
10	130	1,200 00	6,170 00	120 00	47 46	7,370 00	11,400 08	62	390 00
19	48	1,350 00	2,210 00	71 00	46 04	3,560 00	8,276 61	.....	.....
.....	23	.....	855 00	.....	37 17	855 00	1,436 39	.....	.....
20	30	1,250 00	1,184 30	62 50	39 47	2,434 30	3,461 64	14	131 50
9	45	675 00	2,025 00	75 00	45 00	2,700 00	4,758 46	4	25 00
10	19	650 00	692 50	65 00	36 45	1,342 50	1,736 66	5	56 02
31	164	2,745 00	8,257 50	88 54	50 35	11,002 50	21,339 25	.....	.....
9	45	720 00	2,070 00	80 00	46 00	2,790 00	3,950 19	7	71 50

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of school days.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Mecosta	Mecosta	126	133	180	66	$2,500		1	2
Memphis	Macomb	181	141	200	95	5,000		1	4
Mendon	St. Joseph	197	164	178	95	25,000	$18,450 00	1	6
Menominee	Menominee	3,707	3,338	190	93	190,000	15,900 00	7	57
Mesick	Wexford	177	132	180	91	3,500		1	3
Metamora	Lapeer	104	84	200	76	3,000		1	3
Michigamme	Marquette	251	196	200	75	10,000		1	6
Middleton	Gratiot	120	108	180	78	4,000	1,058 96	1	2
Middleville	Barry	211	182	200	90	10,000		2	6
Midland	Midland	660	632	190	91	45,000		1	17
Milan	Washtenaw	345	295	180	93	20,000	10,000 00	1	11
Milford	Oakland	225	204	200	84	10,000		1	7
Millbrook	Mecosta	88	80	180	73	1,200		1	1
Millburg	Berrien	137	126	180	74	2,500		1	2
Millersburg	Presque Isle	227	187	200	64	5,000		1	5
Millington	Tuscola	214	189	200	91	7,000		1	5
Minden City	Sanilac	181	144	180	66	6,000		1	2
Monroe	Monroe	1,710	869	190	95	47,000	7,000 00	4	20
Montague	Muskegon	239	169	178	91	20,000		1	6
Montgomery	Hillsdale	99	88	180	88	5,000	600 00	1	3
Montrose	Genesee	142	124	190	90	6,000	4,700 00	1	3
Morenci	Lenawee	332	290	180	89	5,500	30,000 00	1	8
Morley	Mecosta	124	104	178	82	4,000		1	2
Morrice	Shiawassee	105	100	200	88	6,000		1	5
Moscow	Hillsdale	78	55	180	89	1,000		1	1
Mt. Clemens	Macomb	2,257	1,413	200	94	133,000	15,000 00	4	30
Mt. Morris	Genesee	187	165	200	85	6,000		1	4
Mt. Pleasant	Isabella	997	513	190	94	30,000	8,500 00	5	15
Muir	Ionia	106	99	180	87	5,000			4
Munising Tp.	Alger	893	693	198	86	73,500	30,000 00	8	14
Muskegon	Muskegon	6,452	6,157	200	94	1,780,639	131,000 00	15	115
Muskegon Heights	Muskegon	359	287	200	94	24,000		1	8
Napoleon	Jackson	107	82	190	95	7,000		1	3
Nashville	Barry	302	232	200	90	28,000	6,000 00	2	8
Negaunee	Marquette	2,562	1,477	200	96	116,700	94,000 00	3	34
Newaygo	Newaygo	504	390	200	74	15,000		1	9
New Baltimore	Macomb	239	164	200	98	20,000		1	8
New Buffalo	Berrien	156	121	180	86	4,000		1	3
New Era	Oceana	155	117	180	85	5,500	1,097 51	1	2
New Haven	Macomb	140	128	180	88	3,800		2	1
New Holland	Ottawa	146	108	200	82	2,000		1	1
New Hudson	Oakland	51	45	180	89	3,000		1	1
New Troy	Berrien	204	181	180	75	4,000		1	2
Niles	Berrien	1,275	996	200	96	75,000		2	27
Noordeloos	Ottawa	103	67	200	94	1,800		1	1
North Adams	Hillsdale	119	111	190	94	10,000		1	5
North Branch	Lapeer	204	184	196	82	10,000		1	6
North Muskegon	Muskegon	119	90	200	75	12,000		1	1
Northport	Leelanau	252	231	180	85	6,500	300 00	1	4
North Star	Gratiot	103	78	180	75	2,000		1	1
Northville	Wayne	424	390	200	85	32,000	5,600 00	1	13
Norway	Dickinson	1,836	1,243	190	95	88,000	65,340 00	2	32
Nunica	Ottawa	129	117	180	80	3,000		1	2
Oakley	Saginaw	64	58	180	68	1,800	250 00	1	1
Okemos	Ingham	124	83	180	95	3,000		1	2
Olivet	Eaton	178	145	190	97	10,000		1	7
Omer	Arenac	193	154	200	70	6,000	951 05	1	3
Onaway	Presque Isle	862	636	200	92	25,000	8,500 00	1	14
Onekama	Manistee	136	131	180	72	3,500	1,000 00	1	2
Onondaga	Ingham	74	64	180	73	3,000	500 00	1	1

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	18	$585 00	$675 00	$65 00	$37 50	$1,260 00	$1,598 09	7	$26 05
10	40	800 00	1,850 00	80 00	46 25	2,650 00	3,455 86	36	359 81
9	54	1,000 00	2,309 00	111 11	42 75	3,309 00	6,155 03	82	265 09
66	542	8,116 34	29,982 36	122 97	55 31	38,098 70	81,223 69	8	127 00
9	27	540 00	1,080 00	60 00	40 00	1,620 00	2,528 59	7	9 25
10	30	650 00	1,225 00	65 00	40 83	1,875 00	2,490 29	7	103 14
10	60	1,000 00	2,950 00	100 00	49 16	3,950 00	7,049 34	4	30 00
9	18	585 00	765 00	75 00	38 33	1,350 00	4,066 77	3	9 00
20	60	1,500 00	2,300 00	75 00	38 33	3,800 00	5,120 24	34	307 01
10	161	1,162 48	8,213 31	116 25	51 01	9,375 79	12,501 83	26	315 21
9	70	855 00	2,847 00	95 00	40 67	3,702 00	6,481 08	36	494 78
10	70	1,000 00	2,630 00	100 00	37 57	3,630 00	5,001 25	74	744 22
9	9	495 00	297 00	55 00	33 00	792 00	1,009 42	9	43 75
9	18	552 50	675 00	61 39	37 50	1,227 50	1,709 26	3	20 25
10	40	700 00	1,600 00	70 00	40 00	2,300 00	3,304 71	.....	.....
10	40	1,000 00	1,640 00	100 00	41 00	2,640 00	3,911 10	57	544 90
9	18	675 00	675 00	75 00	37 50	1,350 00	2,091 26	5	.....
40	200	4,450 00	8,740 88	111 25	43 70	13,190 88	29,158 62	66	891 20
9	54	950 00	2,407 50	105 56	44 56	3,357 50	5,041 93	16	89 00
9	27	675 00	1,012 50	75 00	37 50	1,687 50	2,275 19	10	81 00
10	28	585 00	1,130 00	58 50	40 35	1,715 00	5,621 71	33	278 23
9	72	1,166 67	2,862 00	129 63	39 75	4,028 67	12,782 10	35	318 90
9	18	495 00	720 00	55 00	40 00	1,215 00	1,571 85	13	70 60
10	50	800 00	1,650 00	80 00	33 00	2,450 00	4,652 18	11	60 50
9	9	525 00	315 00	58 33	35 00	840 00	1,062 61	2	5 00
40	300	4,600 00	14,713 00	115 00	49 04	19,313 00	38,248 75	44	310 79
10	34	850 00	1,350 00	85 00	39 70	2,200 00	3,461 58	27	271 00
48	142	3,500 00	7,674 95	72 91	54 05	11,174 95	17,946 45	33	379 60
.....	36	.....	1,485 00	.....	41 25	1,485 00	2,327 52	12	98 25
70	140	5,632 50	7,473 00	80 46	53 37	13,105 50	31,027 86	.....	.....
150	1,150	19,319 92	66,577 25	128 79	57 88	85,897 17	152,704 63	64	1,009 84
10	80	850 00	3,375 00	85 00	41 96	4,207 00	5,887 12	11	70 30
9	29	650 00	1,200 00	72 22	41 38	1,850 00	2,315 11	18	134 00
20	80	1,550 00	3,150 00	77 50	39 38	4,700 00	9,754 66	22	317 20
30	340	3,800 00	20,808 75	126 67	61 20	24,608 75	53,859 70	1	9 75
10	90	900 00	3,800 00	90 00	42 22	4,700 00	6,040 96	8	39 00
2	60	250 00	2,787 50	125 00	46 46	3,037 50	5,849 53	17	121 69
9	27	720 00	1,125 00	80 00	41 67	1,845 00	2,591 06	6	63 33
9	18	495 00	657 00	55 00	36 50	1,152 00	3,082 01	4	38 00
18	9	1,080 00	315 00	60 00	35 00	1,395 00	1,869 84	8	46 75
10	10	650 00	300 00	65 00	30 00	950 00	1,262 53	.....	.....
9	9	550 00	269 25	61 11	29 92	819 25	1,420 58	8	35 00
8	18	560 00	765 00	70 00	42 50	1,325 00	2,099 22	21	95 00
19	257	2,600 00	11,971 25	96 30	63 01	14,571 25	25,483 70	50	536 70
10	10	600 00	300 00	60 00	30 00	900 00	1,258 97	1	.....
10	47	800 00	1,962 50	80 00	41 75	2,762 50	3,989 69	32	349 00
10	51	804 00	2,055 25	80 40	40 29	2,859 25	4,445 59	50	630 65
10	10	500 00	400 00	50 00	40 00	900 00	1,618 40	1	3 00
9	36	700 00	1,530 00	77 78	42 50	2,230 00	3,159 11	16	96 25
9	9	540 00	342 00	60 00	38 00	882 00	1,063 73	6	26 50
10	125	1,100 00	5,100 00	110 00	40 80	6,200 00	15,097 06	40	522 92
19	285	2,799 97	16,378 87	147 36	57 47	19,178 84	36,785 58	11	293 00
9	18	540 00	585 00	60 00	32 50	1,125 00	1,898 67	10	100 88
9	9	450 00	225 00	50 00	25 00	675 00	1,206 50	4	5 00
9	18	600 00	675 00	66 67	37 50	1,275 00	1,898 00	11	75 75
9	67	1,100 00	2,775 00	122 22	41 41	3,875 00	4,768 29	22	258 78
10	30	600 00	1,050 00	60 00	35 00	1,650 00	2,357 19	.....	.....
10	135	1,200 00	5,950 00	120 00	44 07	7,150 00	16,468 86	11	55 30
9	18	540 00	720 00	60 00	40 00	1,260 00	4,162 97	6	26 50
9	9	500 00	360 00	55 56	40 00	860 00	1,226 54	7	31 60

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of days school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Ontonagon Tp.	Ontonagon	606	561	200	86	$45,000	.....	1	23
Orion	Oakland	180	132	189	89	15,000	$600 00	1	5
Ortonville	Oakland	123	107	200	98	1,500	.....	1	2
Osceola Tp.	Houghton	2,662	2,053	200	94	25,000	10,000 00	3	63
Oscoda	Iosco	352	278	200	95	5,000	.....	2	6
Osseo	Hillsdale	83	65	180	92	2,000	.....	1	2
Otisville	Genesee	126	125	200	74	2,000	.....	1	2
Otsego	Allegan	614	568	180	76	37,500	8,750 00	2	17
Otter Lake	Lapeer	79	52	190	88	1,100	.....	1	1
Otto	Sanilac	87	69	200	50	800	212 50	1	.....
Overisel	Allegan	96	66	180	93	2,000	.....	1	1
Ovid	Clinton	291	264	185	94	35,000	20,500 00	2	9
Owosso	Shiawassee	2,247	1,735	191	96	175,000	26,000 00	4	46
Oxford	Oakland	288	245	200	90	20,000	.....	2	6
Palmyra	Lenawee	99	67	177	92	2,500	.....	1	1
Palo	Ionia	88	69	200	75	3,000	.....	1	2
Paris Tp. 1	Kent	156	115	180	70	3,000	.....	.....	3
Parma	Jackson	176	164	198	92	1,200	.....	1	5
Paw Paw	Van Buren	375	313	187	96	35,000	1,000 00	3	7
Pellston	Emmet	386	413	180	55	25,000	18,875 00	1	7
Pentwater	Oceana	324	247	180	89	10,000	.....	1	8
Perry	Shiawassee	178	165	200	83	10,000	3,000 00	1	7
Petersburg	Monroe	224	195	180	89	8,000	.....	2	4
Petoskey	Emmet	1,436	1,125	190	94	60,500	17,000 00	5	26
Pewamo	Ionia	119	72	180	89	8,000	1,500 00	1	2
Pickford	Chippewa	184	146	200	81	5,000	3,000 00	1	2
Pierson	Montcalm	106	78	180	75	1,000	.....	1	1
Pigeon	Huron	312	229	200	59	4,000	300 00	1	6
Pinckney	Livingston	129	114	200	90	10,000	.....	1	5
Pinconning	Bay	343	263	200	88	20,000	12,000 00	1	7
Pine Run	Genesee	52	43	180	72	800	.....	.....	1
Pinnebog	Huron	125	118	200	76	2,000	.....	2	1
Pittsford	Hillsdale	122	104	190	88	10,000	.....	1	3
Plainwell	Allegan	347	274	190	92	25,000	.....	1	10
Plymouth	Wayne	484	475	200	80	35,000	8,200 00	1	13
Pontiac	Oakland	2,357	2,039	200	95	281,000	75,000 00	4	52
Port Austin	Huron	226	205	200	93	6,500	3,000 00	1	2
Port Hope	Huron	150	87	197	68	1,500	.....	1	2
Port Huron	St. Clair	5,302	3,352	200	97	525,000	.....	4	85
Portland	Ionia	447	382	180	95	25,000	3,000 00	2	12
Port Sanilac	Sanilac	95	82	180	75	2,000	.....	.....	3
Potterville	Eaton	140	128	180	87	7,000	.....	1	3
Prescott	Ogemaw	153	121	180	60	1,500	.....	.....	2
Quincy	Branch	275	221	193	93	15,000	4,000 00	1	8
Rapid City	Kalkaska	122	103	180	93	6,500	3,000 00	.....	3
Ravenna	Muskegon	182	155	180	78	3,000	.....	1	2
Reading	Hillsdale	251	222	190	96	.....	.....	3	5
Reed City	Osceola	528	442	184	87	26,000	.....	2	14
Remus	Mecosta	158	123	180	83	6,000	1,500 00	1	2
Republic Tp.	Marquette	897	642	200	73	50,000	28,000 00	2	14
Richland	Kalamazoo	80	74	180	95	4,000	.....	.....	4
Richmond	Macomb	330	267	200	79	10,825	6,000 00	1	9
Riverdale	Gratiot	100	85	178	83	2,000	.....	1	1
River Rouge	Wayne	1,212	850	200	75	160,000	138,600 00	2	27
Rochester	Oakland	368	298	200	90	21,000	6,000 00	1	9
Rockford	Kent	204	184	200	96	21,000	500 00	1	6
Rockland Tp.	Ontonagon	624	506	160	96	28,000	11,000 00	3	17
Rockwood	Wayne	109	80	200	52	4,000	.....	1	1
Rogers	Presque Isle	316	231	196	89	7,800	3,536 37	1	4
Romeo	Macomb	378	309	200	95	31,220	.....	1	10

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	206	$1,500 00	$10,590 00	$150 00	$41 40	$12,090 00	$22,800 52	.....	.....
10	50	650 00	1,950 00	65 00	39 00	2,600 00	4,347 53	17	$114 40
10	20	675 00	670 00	67 50	33 50	1,345 00	1,663 19	30	248 75
30	590	4,000 00	32,666 10	133 33	55 36	36,666 10	61,174 20	6	.....
20	51	1,200 00	1,845 00	60 00	36 17	3,045 00	4,248 49	.....	.....
9	18	495 00	657 00	55 00	36 50	1,152 00	1,764 56	16	118 75
10	20	650 00	700 00	65 00	35 00	1,350 00	1,661 89	27	206 11
18	141	1,839 96	6,188 81	102 22	43 89	8,028 77	11,706 82	35	464 41
9	10	475 00	332 50	52 78	33 25	807 50	991 64	20	54 00
10	.....	650 00	.....	65 00	.....	650 00	1,129 64	3	.....
9	9	496 00	288 00	55 33	32 00	786 00	1,155 73	7	21 00
18	77	1,600 00	3,065 00	88 89	39 80	4,665 00	41,025 73	54	691 12
40	460	3,700 00	24,505 33	92 50	53 27	28,205 33	41,766 92	45	575 49
20	60	1,450 00	3,000 00	72 50	50 00	4,450 00	6,204 71	30	316 20
9	9	500 00	360 00	55 56	40 00	860 00	1,146 57	6	35 00
10	20	650 00	700 00	65 00	35 00	1,350 00	2,208 09	21	207 00
.....	9	.....	1,035 00	.....	115 00	1,035 00	2,616 76	4	34 00
10	50	1,000 00	1,795 00	100 00	35 90	2,795 00	3,773 78	17	208 50
28	67	2,500 00	3,432 50	89 28	51 23	5,932 50	9,499 85	80	855 57
9	53	765 00	2,371 50	85 00	44 74	3,136 50	23,676 56	3	37 50
9	60	800 00	2,412 50	88 89	40 89	3,212 50	4,764 39	15	105 00
10	60	800 00	2,105 00	80 00	35 08	2,905 00	3,984 28	15	85 25
18	36	959 94	1,341 00	53 33	37 25	2,300 94	3,013 46	19	262 42
48	247	5,200 00	13,353 62	108 33	54 06	18,553 62	26,770 66	25	172 52
9	18	630 00	684 00	70 00	38 00	1,314 00	2,005 33	10	50 38
10	19	600 00	707 00	60 00	37 21	1,307 00	1,802 56	.....	.....
9	9	472 50	315 00	52 44	35 00	787 50	900 07	7	22 00
10	41	750 00	1,421 00	75 00	34 65	2,171 00	2,841 79	11	71 25
10	40	800 00	1,650 00	80 00	41 25	2,450 00	3,447 76	18	182 50
10	51	750 00	2,146 00	75 00	42 07	2,896 00	5,113 58	12	68 44
.....	9	.....	320 04	.....	35 56	320 04	365 07	.....	.....
16	4	850 00	200 00	53 12	50 00	1,050 00	1,398 71	8	42 05
10	28	570 00	1,235 00	57 00	44 10	1,805 00	2,472 69	26	213 80
10	95	1,000 00	3,310 50	100 00	34 84	4,310 50	6,106 60	39	552 34
10	126	1,200 00	5,430 00	120 00	43 09	6,630 00	25,184 85	46	550 03
40	520	4,750 00	30,192 43	118 75	58 06	34,942 43	60,615 38	58	869 00
10	50	750 00	2,250 00	75 00	45 00	3,000 00	4,218 97	10	49 65
10	20	600 00	700 00	75 00	45 00	1,300 00	1,651 54	3	13 00
40	850	5,550 00	40,091 80	138 75	47 16	45,641 80	134,159 65	14	157 00
19	114	750 00	5,725 00	39 47	55 01	6,475 00	8,028 56	56	722 00
.....	27	.....	1,152 00	.....	42 67	1,152 00	1,438 48	7	25 80
9	27	630 00	1,080 00	70 00	40 00	1,710 00	2,296 51	15	100 00
.....	18	.....	682 00	.....	37 89	682 00	831 66	4	.....
10	80	1,050 00	3,275 00	105 00	40 94	4,325 00	6,594 11	58	617 86
.....	27	.....	1,260 00	.....	46 67	1,260 00	5,530 92	1	.....
9	18	675 00	810 00	75 00	45 00	1,485 00	1,852 87	3	16 75
29	47	2,303 75	2,190 00	79 44	46 59	4,493 75	6,574 46	61	629 37
19	133	1,900 00	5,965 00	100 00	44 85	7,865 00	9,768 89	30	383 58
9	18	540 00	765 00	60 00	42 50	1,305 00	1,926 15	3	20 50
20	140	2,100 00	7,250 00	105 00	51 43	9,250 00	44,989 29	.....	.....
.....	36	.....	1,800 00	.....	50 00	1,800 00	2,327 05	6	109 65
10	70	1,000 00	3,235 64	100 00	46 22	4,235 64	7,102 69	20	279 88
9	9	495 00	405 00	55 00	45 00	900 00	1,135 43	2	1 00
20	235	2,050 00	12,308 64	102 50	52 37	14,358 64	100,862 40	4	31 00
10	70	900 00	2,740 00	90 00	39 14	3,640 00	11,167 00	33	385 25
10	50	850 00	1,956 00	85 00	39 12	2,846 50	4,236 51	29	242 27
26	152	2,270 00	8,217 50	87 30	54 06	10,487 50	16,524 83	.....	.....
10	10	550 00	400 00	55 00	40 00	950 00	1,294 41	.....	.....
10	39	440 00	1,890 00	44 00	48 47	2,330 00	3,568 50	.....	.....
10	100	1,500 00	4,375 00	150 00	43 75	5,875 00	9,570 75	50	622 50

TABLE XVI.—*Continued.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of school days.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Romulus	Wayne	109	69	180	89	$3,000		1	1
Roscommon	Roscommon	132	94	180	81	5,000	$3,000 00	1	4
Rose City	Ogemaw	300	238	190	88	6,000	2,500 00	1	4
Royal Oak	Oakland	388	315	200	91	15,000	9,500 00	1	7
Saganing	Arenac	130	114	180	74	1,800		1	1
Saginaw	Saginaw	8,188	4,656	196	96	733,783	50,000 00	20	145
Saginaw, W. S.	Saginaw	5,523	3,084	200	78	271,452	57,500 00	6	77
St. Charles	Saginaw	647	570	200	95	20,000	5,000 00	1	9
St. Clair	St. Clair	786	490	196	94	35,000		1	14
St. Ignace	Mackinac	652	440	176	92	20,000	8,875 00	4	9
St. Johns	Clinton	840	806	200	96	60,000		3	24
St. Joseph	Berrien	1,607	1,168	178	95	80,000	1,000 00	3	32
St. Louis	Gratiot	652	575	200	82	32,000	13,000 00	1	16
Salem	Washtenaw	82	58	175	72	1,100		2	2
Saline	Washtenaw	195	163	196	96	30,000		1	6
Sand Lake	Kent	148	123	180	89	3,000		1	3
Sandusky	Sanilac	295	274	180	73	12,000	3,500 00	1	5
Sanilac Tp. 3	Sanilac	63	53	180	60	1,000			1
Sanilac Tp. 8 fr	Sanilac	77	65	180	52	700		1	1
Saranac	Ionia	239	278	200	77	12,000		1	5
Saugatuck	Allegan	231	184	179	84	12,500		1	5
Sault Ste. Marie	Chippewa	3,481	2,320	196	97	240,000	119,000 00	10	52
Schoolcraft	Kalamazoo	176	149	180	94	24,000		2	5
Scottville	Mason	258	227	190	96	15,000	4,000 00	2	5
Sebewaing	Huron	609	313	194	89	27,000	17,114 95	1	8
Shelby	Oceana	395	326	190	94	10,000		1	10
Shepherd	Isabella	269	224	177	85	20,000	12,000 00	1	6
Sheridan	Montcalm	153	105	180	83	5,200		2	3
Sherman	Wexford	184	146	180	95	4,000		1	3
Sherman Tp. 2	Osceola	154	121	168	62	5,000	2,200 00	1	2
Sherwood	Branch	126	98	180	87	6,000		2	2
Soule	Huron	97	93	200	80	1,500	30 42	1	1
South Frankfort	Benzie	215	195	200	72	8,600	1,000 00	1	6
South Haven	Van Buren	930	810	190	95	60,000		3	25
South Lyon	Oakland	182	138	190	81	3,000		1	4
Spaulding Tp	Menominee	712	514	183	70	28,400	3,500 00	1	13
Sparta	Kent	299	268	200	91	10,000	2,000 00	1	9
Spring Lake	Ottawa	207	163	190	75	6,500		1	4
Springport	Jackson	146	129	200	94	8,000		1	4
Springwells Tp. 3	Wayne	280	166	200	70	12,000	16,000 00	2	2
Stambaugh Tp.	Iron	707	528	184	66	33,400	12,000 00	6	17
Standish	Arenac	463	360	200	73	12,500	7,500 00	2	8
Standish Tp. 2	Arenac	127	99	180	57	1,500		1	1
Stanton	Montcalm	345	330	190	92	25,000	18,866 00	1	8
Stanwood	Mecosta	108	87	180	80	3,000	400 00	1	2
Stephenson Tp.	Menominee	1,291	937	180	80	20,700	140 00	2	24
Sterling	Arenac	211	163	180	89	4,000		1	3
Stevensville	Berrien	248	144	180	84	5,500		1	4
Stockbridge	Ingham	183	162	200	96	5,000		1	4
Sturgis	St. Joseph	769	689	190	94	50,000		1	17
Sumner Tp. 4 fr	Gratiot	90	67	180	74	2,600		1	2
Sunfield	Eaton	133	113	187	89	5,000		1	4
Superior	Chippewa	437	384	180	60	6,950		1	12
Sutton's Bay	Leelanau	176	97	180	81	8,000	2,080 41	1	2
Tallmadge Tp. 1 fr	Ottawa	109	99	180	37	1,700		1	1
Tawas City	Iosco	460	282	200	92	6,000		1	7
Tecumseh	Lenawee	525	419	187	96	53,000		1	14
Tekonsha	Calhoun	159	120	190	89	5,000		1	5
Thompsonville	Benzie	309	288	170	87	4,000		1	6
Thornville	Lapeer	54	40	180	62	2,000		1	1

TABLE XVI.—*Continued.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$630 00	$360 00	$70 00	$40 00	$990 00	$1,163 00	2	$4 50
9	27	724 91	1,260 00	80 54	46 67	1,984 91	2,608 14	.....	.....
10	38	617 50	1,330 00	61 75	35 00	1,947 50	4,238 57	3	.....
10	70	800 00	2,790 00	80 00	39 71	3,590 00	5,926 06	27	284 50
9	9	450 00	270 00	50 00	30 00	720 00	912 81	.....	.....
200	1,450	25,000 00	82,584 37	125 00	56 92	107,584 37	175,289 18	120	2,952 33
60	770	7,200 00	41,549 19	120 00	53 96	48,749 19	88,830 69	36	364 86
10	90	1,000 00	3,744 50	100 00	41 60	4,744 50	13,479 85	8	32 00
10	140	1,300 00	6,745 00	130 00	48 16	8,045 00	12,522 35	25	239 73
36	81	2,665 00	4,230 00	74 02	52 22	6,895 00	14,484 29	6	27 00
30	240	3,100 00	11,346 11	103 33	47 28	14,446 11	31,392 62	65	1,100 15
27	288	3,855 00	15,377 26	142 77	53 39	19,232 26	27,804 73	18	200 70
10	160	1,200 00	7,100 00	120 00	44 37	8,300 00	15,043 67	36	357 00
9	9	435 00	264 00	48 33	29 33	699 00	847 98	9	61 50
10	60	1,000 00	2,625 00	100 00	43 75	3,625 00	5,086 21	29	368 65
9	27	540 00	875 00	60 00	32 40	1,415 00	1,728 54	15	83 75
9	45	750 00	2,027 00	83 33	45 04	2,777 00	3,975 85	24	191 45
.....	9	.....	405 00	.....	45 00	405 00	462 19	5	.....
5	4	216 00	189 00	43 20	47 25	405 00	556 24	2	.....
10	50	800 00	2,125 00	80 00	42 50	2,925 00	4,087 03	67	571 60
9	45	900 00	1,887 62	100 00	41 93	2,787 62	3,751 79	9	59 16
100	520	10,450 00	29,412 05	104 50	56 56	39,862 05	62,862 60	.....	.....
18	45	1,540 00	2,052 00	85 56	45 60	3,592 00	4,808 10	21	285 60
19	48	1,361 66	2,066 25	71 67	43 04	3,427 91	4,706 11	42	376 07
10	61	900 00	2,530 00	90 00	41 47	3,430 00	5,429 63	7	20 00
10	95	1,100 00	4,180 00	110 00	44 00	5,280 00	9,837 11	52	496 35
9	54	700 00	2,160 00	77 78	40 00	2,860 00	5,016 46	19	328 50
18	18	967 50	675 00	53 75	37 50	1,642 50	2,716 82	20	.....
9	27	675 00	1,215 00	75 00	45 00	1,890 00	2,693 73	7	47 75
9	16	450 00	640 00	50 00	40 00	1,090 00	4,816 53	3	4 00
18	18	965 09	720 00	53 61	40 00	1,685 09	2,933 50	27	123 03
10	10	600 00	330 00	60 00	33 00	930 00	1,251 32	4	11 47
10	50	700 00	1,960 00	70 00	39 00	2,682 00	3,552 54	4	25 88
29	229	3,197 37	12,193 32	110 25	53 24	15,390 69	27,733 61	146	1,303 50
10	38	825 00	1,540 00	82 50	40 50	2,365 00	3,277 00	32	376 66
10	123	900 00	5,585 00	90 00	45 40	6,485 00	18,826 86	9	.....
10	90	950 00	3,625 00	95 00	40 28	4,575 00	6,148 84	18	288 40
10	38	760 00	1,520 00	76 00	40 00	2,280 00	3,074 72	4	14 00
10	40	700 00	1,650 00	70 00	41 25	2,350 00	3,005 23	29	182 50
20	20	1,250 50	1,000 00	62 52	50 00	2,250 50	4,368 37	8	30 00
44	153	3,695 00	7,466 41	83 97	48 81	11,161 41	26,386 14	3	.....
20	80	990 00	2,889 00	49 50	36 11	3,879 00	7,897 76	14	86 25
9	9	450 00	288 00	50 00	32 00	738 00	2,019 03	.....	.....
9	76	1,100 00	3,433 75	122 22	45 18	4,533 75	9,101 13	22	284 37
9	18	450 00	585 00	50 00	32 50	1,035 00	1,334 35	5	19 00
18	210	1,350 00	8,397 50	75 00	39 98	9,747 50	14,872 50	34	60 00
9	24	594 00	1,015 87	66 00	42 33	1,609 87	1,956 99	1	.....
8	34	560 00	1,400 00	70 00	41 18	1,960 00	2,821 76	12	91 50
10	40	700 00	1,700 00	70 00	42 50	2,400 00	3,071 83	56	459 23
10	161	1,200 00	7,148 75	120 00	44 40	8,348 75	12,060 15	30	337 03
9	14	450 00	525 00	50 00	37 50	975 00	1,325 82	5	19 00
9	29	570 00	1,264 25	63 33	43 59	1,834 25	2,311 82	18	141 65
10	110	850 00	4,686 00	85 00	42 60	5,536 00	8,420 64	2	.....
9	18	630 00	723 50	70 00	40 19	1,353 50	6,245 25	3	2 00
9	9	450 00	405 00	50 00	45 00	855 00	1,228 61	3	.....
10	70	875 00	3,170 00	87 50	45 28	4,045 00	5,403 91	4	39 00
10	133	600 00	7,225 00	60 00	54 32	7,825 00	12,466 78	75	1,112 13
10	38	788 50	1,706 25	78 85	44 90	2,494 75	3,244 99	21	223 01
9	54	720 00	2,205 00	80 00	40 83	2,925 00	3,897 92	4	.....
9	9	450 00	315 00	50 00	35 00	765 00	874 94	.....	.....

TABLE XVI.—*Concluded.*

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attend school during the year.	Number of days school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Three Oaks	Berrien	356	276	166	97	$20,000	$159 10	1	9
Three Rivers	St. Joseph	982	888	190	97	80,000	19,000 00	3	30
Tilden Tp	Marquette	503	372	170	84	20,000	4,500 00	2	8
Traverse City	Grand Traverse	2,777	2,617	189	92	175,000	22,000 00	6	56
Trenton	Wayne	430	363	200	80	22,000	20,000 00	1	9
Trufant	Montcalm	176	140	180	82	4,000		1	2
Turner	Arenac	169	148	200	84	2,500		1	2
Tuscola	Tuscola	89	58	180	70	1,500		1	1
Tustin	Osceola	159	154	180	74	5,000	200 00	1	3
Twining	Arenac	180	138	200	85	6,000		1	3
Tyre	Sanilac	156	139	180	56	3,000	1,400 00		2
Union City	Branch	334	279	200	93	25,000		2	12
Unionville	Tuscola	227	172	200	66	11,000	3,200 00	1	3
Utica	Macomb	216	156	200	72	15,000	14,235 00	1	4
Vandalia	Cass	129	129	180	71	6,500		1	3
Vanderbilt	Otsego	216	148	200	76	3,000		1	3
Vassar	Tuscola	443	329	200	93	25,000		2	13
Vermontville	Eaton	159	134	183	98	10,000		1	7
Vernon	Shiawassee	112	102	195	84	8,000		1	3
Vestaburg	Montcalm	100	64	180	93	1,500		2	2
Vicksburg	Kalamazoo	256	224	180	87	10,000		2	8
Vriesland	Ottawa	133	100	190	77	3,000		1	1
Wacousta	Clinton	80	66	180	83	1,000		1	2
Wakefield	Gogebic	773	548	200	86	30,000	9,000 00	1	16
Waldron	Hillsdale	120	95	180	82	8,300	4,200 00	1	3
Warren	Macomb	102	84	180	69	2,500		1	1
Warren Tp. 1 fr	Macomb	85	61	180	76	1,500		1	1
Washington Tp. 4 fr	Sanilac	77	70	200	54	1,000		1	
Washington Tp. 12 fr	Macomb	76	65	200	78	1,500		1	1
Watervliet	Berrien	256	221	190	82	10,500	1,000 00	2	5
Watrousville	Tuscola	86	70	198	77	2,500		1	1
Wayland	Allegan	180	179	180	91	7,500		2	3
Wayne	Wayne	365	317	200	95	18,000		1	11
Webberville	Ingham	137	122	180	71	4,000		1	2
Weidman	Isabella	188	130	180	70	4,000		1	2
West Branch	Ogemaw	611	494	190	80	20,000		1	8
Wheeler	Gratiot	92	80	179	65	1,200			2
White Cloud	Newaygo	249	238	198	78	7,500	101 65	1	5
Whitehall	Muskegon	433	349	190	87	30,000		1	10
White Pigeon	St. Joseph	164	145	180	96	18,000		1	6
White Rock	Huron	41	24	140	75	1,000			1
Whittemore	Iosco	136	119	193	56	5,000	3,329 50	1	2
Williamston	Ingham	314	282	200	87	30,000		1	9
Winsor Tp. 1	Huron	178	124	190	62	3,000			2
Winsor Tp. 2	Huron	135	142	193	78	2,000	900 00		2
Wolverine	Cheboygan	255	218	190	75	8,000		1	5
Woodland	Barry	94	64	180	95	3,000		1	2
Worth Tp. 1	Sanilac	57	39	180	80	1,200		1	
Worth Tp. 12 fr	Sanilac	35	28	180	70	600			1
Wyandotte	Wayne	2,211	937	200	93	121,000	74,200 00	1	34
Wyoming Tp. 7	Kent	365	222	200	72	13,000	11,242 97	1	3
Wyoming Tp. 9 fr	Kent	437	388	200	73	15,000	12,100 00	2	7
Yale	St. Clair	374	317	193	93	35,000	17,000 00	1	11
Ypsilanti	Washtenaw	1,612	1,024	189	95	70,000	6,000 00	3	30
Yuma	Wexford	87	99	180	64	4,000	2,185 00	1	1
Zeeland	Ottawa	614	485	200	90	25,000	12,000 00	1	12
Zeeland Tp. 4 fr	Ottawa	108	70	200	89	2,000		1	1
Zutphen	Ottawa	135	92	194	64	2,000		1	2

TABLE XVI.—*Concluded.*

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of schools.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	81	$1,200 00	$3,622 50	$133 33	$44 72	$4,822 50	$16,865 38	20	$240 00
29	283	2,977 50	14,540 75	102 67	51 38	17,518 25	26,785 18	19	153 60
17	80	1,370 00	3,815 00	80 59	47 69	5,185 00	10,256 19	.....	.....
57	542	6,938 75	26,286 10	121 73	50 34	33,224 85	49,390 23	64	936 60
10	79	900 00	3,800 00	90 00	48 10	4,700 00	6,880 54	20	148 94
9	18	540 00	643 80	60 00	35 72	1,183 80	1,574 25	3	14 00
10	20	750 00	800 00	75 00	40 00	1,550 00	2,926 80	1	10 00
9	9	495 00	270 00	55 00	30 00	765 00	1,022 65	7	34 11
9	27	585 00	1,125 00	65 00	41 67	1,710 00	2,939 44	5	45 50
10	20	700 00	900 00	70 00	45 00	1,600 00	2,275 84	3	.....
.....	18	.....	705 00	.....	39 16	705 00	2,237 34	.....	.....
20	106	1,700 00	5,085 00	85 00	47 97	6,785 00	9,877 12	52	473 36
10	30	650 00	1,100 00	65 00	36 67	1,750 00	2,788 36	12	97 50
10	40	900 00	1,700 00	90 00	42 50	2,600 00	19,691 40	16	114 37
9	27	720 00	1,170 00	80 00	43 33	1,890 00	2,711 40	13	89 20
10	30	600 00	1,300 00	60 00	43 33	1,900 00	2,702 43	.....	.....
17	121	1,310 00	4,735 00	77 05	39 13	6,045 00	8,384 02	40	365 30
10	57	850 00	2,382 50	85 00	41 79	3,232 50	4,133 82	29	344 23
10	30	880 00	1,025 00	88 00	34 16	1,905 00	2,799 85	16	153 98
14	13	765 00	585 00	54 57	45 00	1,350 00	1,635 10	2	11 25
18	72	1,440 00	2,767 50	80 00	38 43	4,207 50	6,095 62	31	585 45
10	9	532 00	332 50	53 20	36 94	864 50	1,201 15	2	.....
9	18	537 00	579 75	59 67	32 20	1,116 75	2,028 72	20	177 00
10	156	1,000 00	8,445 00	100 00	54 13	9,445 00	21,859 67	.....	.....
9	27	600 00	1,035 00	66 67	38 33	1,635 00	2,601 73	19	166 43
9	9	450 00	337 50	50 00	37 50	787 50	871 90	.....	13 95
9	9	495 00	315 00	55 00	35 00	810 00	975 35	3	12 15
10	.....	570 00	.....	57 00	.....	570 00	690 35	.....	.....
10	10	600 00	330 00	60 00	33 00	930 00	1,512 87	9	63 00
19	48	1,622 00	1,900 00	85 67	39 58	3,522 00	5,300 44	22	162 00
10	10	550 00	350 00	55 00	35 00	900 00	1,089 30	4	18 00
18	27	1,170 00	1,051 00	65 09	38 92	2,221 25	3,262 37	61	598 79
10	90	1,100 00	4,045 00	110 00	44 94	5,145 00	6,825 88	55	602 00
9	18	650 00	720 00	72 22	40 00	1,370 00	1,730 06	7	37 00
9	18	585 00	810 00	65 00	45 00	1,395 00	3,095 97	4	30 00
10	76	900 00	3,467 50	90 00	45 62	4,367 50	7,426 22	26	170 50
.....	18	.....	778 50	.....	43 25	778 50	1,128 89	2	.....
9	45	675 00	1,890 00	75 00	42 00	2,565 00	3,429 95	14	56 00
10	85	950 00	3,681 25	95 00	43 30	4,631 25	6,298 39	16	146 50
9	54	900 00	2,385 00	100 00	47 87	3,285 00	4,259 34	37	284 05
.....	7	.....	280 00	.....	40 00	280 00	654 94	1	7 90
10	20	600 00	700 00	60 00	35 00	1,324 75	2,142 68	4	12 00
10	90	1,000 00	3,850 00	100 00	42 78	4,850 00	6,913 28	46	465 05
.....	19	.....	947 25	.....	49 85	947 25	1,127 20	.....	.....
.....	18	.....	795 00	.....	49 85	795 00	1,173 22	.....	.....
9	48	712 50	2,397 50	79 17	49 95	3,110 00	4,241 22	9	70 00
9	18	585 00	720 00	65 00	40 00	1,305 00	1,659 08	38	383 60
9	.....	450 00	.....	50 00	.....	450 00	528 93	5	.....
.....	9	.....	315 00	.....	35 00	315 00	437 33	.....	.....
10	336	1,300 00	16,334 25	130 00	48 61	17,634 25	32,716 04	21	340 00
10	30	700 00	1,324 00	70 00	44 13	2,024 00	9,992 94	2	.....
20	70	1,285 00	2,820 00	64 25	40 29	4,105 00	6,285 89	44	286 25
10	100	900 00	4,015 00	90 00	40 15	4,915 00	8,086 86	24	268 25
30	300	4,599 92	14,817 00	153 33	49 39	19,416 92	32,164 82	46	600 90
9	9	450 00	360 00	50 00	40 00	810 00	4,773 63	.....	.....
10	120	800 00	4,855 00	80 00	40 46	5,655 00	20,767 60	6	84 00
10	10	600 00	280 00	60 00	28 00	880 00	1,207 63	3	.....
8	10	400 00	298 00	50 00	29 80	698 00	1,608 93	.....	.....

TABLE XVII.

Census, enrollment, attendance, etc., of city and graded village schools

Incorporated cities.	School population from inspectors' report.	Enrollment.				Average number belonging.				
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.
Totals for cities	316,649	25,746	79,587	147,979	253,312	21,301	53,570	90,275	165,146	20,467
Adrian	2,448	339	668	1,106	2,113	295	517	728	1,540	285
Albion	1,681	213	393	566	1,172	201	340	444	985	189
Allegan	794	225	221	222	668	197	176	210	583	189
Alma	790	119	251	549	919	101	197	305	603	99
Alpena	3,861	169	588	1,377	2,134	156	512	1,074	1,742	151
Ann Arbor	3,430	751	*1,830	.....	2,581	588	*1,663	.....	2,251	561
†Au Gres	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Au Sable	450	68	139	188	395	59	128	170	357	55
Bad Axe	498	110	140	180	430	96	130	168	394	83
Battle Creek	4,959	492	1,146	2,529	4,167	459	999	2,037	3,495	451
Bay City	14,378	958	3,001	6,316	10,275	623	1,842	3,464	5,929	604
Beaverton	213	32	58	116	206	26	55	104	185	24
Belding	802	94	219	327	640	93	207	308	608	91
Benton Harbor	1,876	299	606	886	1,791	260	483	591	1,334	249
Bessemer	1,284	124	347	544	1,015	120	336	524	980	116
Big Rapids	1,297	177	256	566	999	127	203	466	796	122
Boyne City	1,315	81	293	711	1,085	67	230	577	874	64
Brown City	228	70	66	105	241	60	58	95	213	50
Cadillac	2,292	242	691	1,225	2,158	216	559	1,025	1,800	207
Charlevoix	778	136	232	248	616	122	176	214	512	116
Charlotte	1,015	194	327	452	973	185	262	343	790	180
Cheboygan	2,209	129	387	1,016	1,532	113	296	717	1,126	107
Clare	475	80	131	198	409	70	127	171	368	63
Coldwater	1,372	234	390	636	1,260	211	339	526	1,076	207
Coleman	398	54	152	180	386	50	122	163	335	44
Corunna	380	72	81	210	363	70	78	200	348	68
Croswell	404	67	104	241	412	58	85	152	295	55
Crystal Falls	1,357	108	580	1,128	1,816	89	268	657	1,014	86
Detroit	99,311	5,129	24,384	54,232	83,745	3,831	12,926	25,888	42,345	3,679
Dowagiac	1,114	157	360	742	1,259	140	290	507	937	136
East Lansing	104	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Tawas	489	53	176	231	460	46	132	180	358	44
Eaton Rapids	403	101	148	141	390	95	124	117	336	88
Escanaba	4,235	375	1,053	1,711	3,139	331	713	1,075	2,119	322
Flint	4,019	468	1,503	1,953	3,924	377	757	1,513	2,647	365
Gladstone	1,141	108	270	677	1,055	92	236	514	842	90
Gladwin	298	55	84	156	295	48	74	128	250	44
Grand Haven	1,610	176	398	718	1,292	162	333	555	1,050	155
Grand Ledge	653	115	192	302	609	98	164	229	491	94
Grand Rapids	27,216	1,945	6,546	13,072	21,563	1,493	4,135	7,746	13,374	1,418
Greenville	900	171	301	455	927	149	231	281	661	149
Hancock	2,242	200	692	1,096	1,988	146	338	585	1,069	141
Harrison	249	36	58	71	165	32	46	64	142	30
Harrisville	174	20	54	70	144	20	54	70	144	18
Hastings	863	180	250	321	751	170	220	301	691	166
Hillsdale	1,096	260	315	505	1,080	239	265	371	875	231
Holland	2,946	157	911	1,584	2,652	136	600	970	1,706	133
Hudson	561	157	165	233	555	135	135	155	425	127
Ionia	1,345	114	347	530	991	97	268	422	787	94
Iron Mountain	3,278	187	903	1,865	2,955	173	790	1,447	2,400	166

* Includes grammar and primary departments.
† Not legally graded.

TABLE XVII.

as reported by superintendents for the school year 1907-1908.

Average daily attendance.			Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
							High School department.		Grammar department.		Primary department.		Whole school.			
Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
52,364	88,432	161,263	96	97	97	97	316.7	639.1	68.5	1,619.8	26.8	2,519.1	447	4,775	.....	217
390	677	1,352	84	58	61	63	3	8	1	13	.....	21	4	42	All	5
325	409	923	88	82	72	78	4	5	.....	8	.....	12	4	25	5-6	2
166	198	553	84	75	89	82	1.5	5	.....	6	.....	7	2	18	1-2	1
190	284	573	83	75	51	62	1.5	3	1	5	.....	8	3	16	5-8	1
491	997	1,639	88	83	72	76	4	4	1	15	.....	24	5	43	All	3
*1,596	.....	2,157	74	87	....	83	8	13	1	48	.....	.....	9	61	All	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	143	315	80	84	76	79	.8	1	1	3	.....	4	2	8	1-6	.....
126	152	361	75	90	84	83	2	2	.....	4	.....	4	2	10	5-7	2
964	1,943	3,358	91	84	79	80	6	12	2	32	.....	50	8	94	All	5
1,815	3,407	5,826	63	64	53	56	13.1	19	2.3	63	2.6	102	18	184	All	5
49	95	168	75	84	81	81	2	.....	.....	1	.....	3	2	4	.....	.....
197	291	579	96	90	89	90	.5	4.5	.....	6	.....	8	1	19	1-2	2
465	565	1,279	83	76	63	91	2.4	8	.3	16	.3	18	3	42	All	1
323	513	952	93	92	94	93	1.5	4	.....	9	.....	15	2	28	1-2	1
192	429	743	68	75	75	74	2.4	5	.3	7	.3	14	3	26	All	1
217	536	817	79	73	75	75	.3	4	1	7	.....	16	2	27	2-3	1
53	71	174	71	80	67	72	2	.....	1	.3	.....	1.7	3	2	.....	.....
519	995	1,721	85	75	81	79	3	5	.....	15	.....	23	3	43	All	1
166	194	476	85	71	77	77	3	4	.....	4	.....	7	3	15	All	2
258	337	775	92	78	74	77	2.4	5	.....	8	.....	10	3	23	3-5	2
271	652	1,030	83	70	64	67	2.4	3	.3	7	.3	17	3	27	All	1
107	143	313	78	74	72	76	.7	2	1	3	.....	4	2	9	3-8	.....
326	501	1,034	88	83	78	82	4.1	4	1	9	.....	17	6	30	6-7	2
96	140	280	81	63	77	72	.9	1	.....	4	.....	3	1	8	1-8	.....
75	194	337	94	93	92	92	.4	3	1	3	1	6	3	12	3-7	1
81	141	277	83	78	58	67	1.2	1.5	.....	2	.....	4.5	2	7	1-5	.....
254	619	959	79	43	54	52	1	5	.....	7	.....	19	1	31	5-6	5
12,440	24,138	40,257	96	96	92	95	51	123	20	460	17	698	89	1,281	All	8
292	513	941	86	81	69	74	2.1	2	1	8	.....	12	4	22	6-7	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	170	339	83	71	73	73	.7	2	1	2	.....	5	21	9	1-3	.....
113	104	305	87	76	73	78	1.4	3	.3	4	.3	4	2	11	2-3	2
740	952	2,014	85	70	55	64	6	8	.....	19	.....	30	6	57	All	2
717	1,435	2,517	77	47	73	64	5	12	.....	23	.....	38	5	73	All	4
223	459	772	83	82	67	73	1.5	2	.....	5	.....	10	2	17	1-2	.....
68	126	238	80	80	80	80	1	1	.....	2	.....	3	1	6	.....	.....
311	538	1,004	88	78	74	77	1.2	5	.....	10	.....	15	2	30	3-4	1
152	214	460	81	79	70	75	1.5	3	.....	4	.....	6	2	13	1-2	1
3,947	7,281	12,646	95	95	94	95	18.3	48	2	135	1	248	22	431	All	7
216	261	626	94	93	92	93	.5	6	.....	6.2	.....	8.8	1	21	1-2	2
324	534	999	97	96	91	98	3.7	4	.....	8	.....	14	4	26	All	1
45	53	128	84	77	76	78	1	.....	1	.....	.....	3	2	3	.....	.....
44	63	125	90	81	90	86	1	.....	.....	1	.....	2	1	3	.....	.....
217	297	680	92	86	92	90	3	4	.....	6	.....	9	3	19	5-6	1
247	360	838	88	78	71	77	2.2	6	.....	8	.....	11	3	25	3-4	3
874	1,505	2,512	85	96	95	96	2	4	1	13	.....	23	4	40	All	3
126	139	302	94	93	89	92	2.5	3	1	3	.....	7	4	13	1-2	1
336	509	939	82	97	90	96	2.3	6	.....	10	.....	12	3	28	5-7	2
732	1,753	2,651	88	81	94	94	2	3	2	18	1	35	5	56	All	5

TABLE XVII.—*Continued.*

Incorporated cities.	School population from inspectors' report.	Enrollment.				Average number belonging.				
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.
Ironwood	3,733	216	1,007	1,082	2,305	189	889	955	2,033	179
Ishpeming	3,911	389	1,253	1,623	3,265	370	1,120	1,350	2,840	365
Jackson	5,991									
Kalamazoo	8,190	753	3,333	5,793	9,879	619	1,772	2,772	5,163	601
Lansing	5,275	435	1,202	2,417	4,054	383	1,019	1,801	3,203	375
Lapeer	589	130	177	266	573	120	147	192	459	115
Ludington	2,697	191	486	969	1,646	175	423	786	1,384	168
Mackinac Island	195	61	40	48	149	49	38	42	129	45
Manistee	3,984	283	727	1,485	2,495	245	605	1,124	1,974	233
Manistique	1,454	134	380	601	1,115	109	271	455	835	106
Marine City	1,229	65	171	384	620	55	152	333	540	52
Marquette	3,300	246	661	1,215	2,122	217	586	986	1,789	211
Marshall	993	233	263	329	825	207	223	275	705	197
Mason	393									
McBain	261	28	68	133	229	25	53	126	204	25
Menominee	3,707	258	1,163	1,986	3,407	224	719	1,226	2,169	221
Midland	660	125	219	417	761	111	153	297	561	103
Monroe	1,710	140	280	449	869	120	222	379	721	118
Mt. Clemens	2,257	132	605	776	1,513	109	383	523	1,015	106
Mt. Pleasant	997	203	124	206	533	190	101	198	489	189
Muskegon	6,452	730	2,048	3,379	6,157	548	1,146	1,776	3,470	531
Muskegon Heights	359	16	103	183	302	16	77	148	241	15
Negaunee	2,256	153	625	1,134	1,912	152	346	785	1,263	127
Niles	1,275	155	410	570	1,135	137	334	458	929	133
North Muskegon	119		43	47	90		40	35	75	
Norway	1,836	84	365	805	1,254	77	326	644	1,047	75
Omer	193	35	36	83	154	30	30	70	130	30
Onaway	862	28	152	516	696	25	115	347	487	22
Owosso	2,247	217	586	1,064	1,867	198	480	784	1,462	191
Petoskey	1,436	161	548	876	1,585	122	276	433	831	119
Pontiac	2,357	330	880	1,596	2,812	262	555	957	1,774	250
Port Huron	5,302	351	1,130	1,842	3,323	320	1,014	1,639	2,977	311
Rose City	300	29	35	174	238	28	33	126	185	23
Saginaw	8,188	826	1,789	2,319	4,934	707	1,427	1,773	3,907	677
Saginaw, W. S.	5,523	304	1,182	1,598	3,084	255	1,045	1,196	2,496	230
St. Clair	786	100	151	285	536	93	132	210	435	90
St. Ignace	652	48	16	376	440	48	16	283	347	44
St. Johns	840	171	274	426	871	159	232	311	702	156
St. Joseph	1,607	120	422	648	1,190	115	372	542	1,029	114
St. Louis	652	86	203	269	558	70	184	217	471	81
Sandusky	295	56	52	142	250	43	40	136	219	44
Sault Ste. Marie	3,481	276	758	1,721	2,755	223	601	1,202	2,026	210
Scottville	258	68	82	117	267	61	72	99	232	59
South Haven	930	182	297	531	1,010	155	244	357	756	144
Standish	463	45	153	162	360	38	116	101	255	30
Stanton	345	60	92	178	330	54	79	126	259	50
Sturgis	769	100	230	383	713	91	181	284	556	87
Tawas City	460	48	102	132	282	41	85	109	235	39
Three Rivers	982	148	252	488	888	142	238	461	841	140
Traverse City	2,777	391	905	1 421	2,717	350	665	1,024	2,039	330
West Branch	611	85	141	304	530	85	141	304	530	80
Whittemore	136		68	55	123		60	50	110	
Wyandotte	2,211	106	223	608	937	82	208	485	775	78
Yale	374	68	112	172	352	55	88	142	285	52
Ypsilanti	1,612	269	367	484	1,120	237	301	373	911	227
Zeeland	614	71	189	225	485	65	186	217	468	63

TABLE XVII.—*Continued.*

Average daily attendance.			Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
							High School department.		Grammar department.		Primary department.		Whole school.			
Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
824	927	1,930	94	92	97	94	4	3	.....	17	.....	21	4	41	All	8
1,114	1,332	2,811	93	96	82	86	5	15	.....	23	.....	33	5	71	All	7
1,678	2,391	4,670	97	94	91	94	6.8	24.5	4	52	2	59.5	13	136	All	12
977	2,211	3,625	86	81	94	89	7	10	.....	34	.....	49	7	93	All	5
161	247	523	88	91	93	93	1.2	5	.....	5	.....	6	2	16	4-5	1
406	872	1,446	88	83	90	87	2.7	5	.....	13.5	.....	21.5	3	40	All	4
34	40	119	95	85	83	94	1	1	.....	1	.....	1	1	3	.....	.....
609	1,395	2,237	82	95	94	95	3	8.5	.....	20.5	.....	36	4	65	All	5
256	423	785	97	92	93	94	2.7	4	1	9	.....	12	4	25	.....	1
140	314	506	80	81	82	81	2.5	1	1	5	.....	7	4	13	1-2	1
559	996	1,766	86	84	82	83	5.7	5	.....	16	1	29	7	50	All	7
213	276	686	84	81	84	83	2.7	6	.....	7	.....	19	3	23	2-3	2
50	106	181	91	77	80	80	1	1	.....	1	.....	2	1	4	.....	1
975	1,628	2,824	85	83	82	82	6.7	2	.....	18	.....	32	7	52	All	4
179	338	620	82	82	81	81	.7	4	.....	4.5	.....	7.5	1	16	2-3	.....
229	379	726	84	82	85	83	2.2	3	1	5	.....	10	4	18	3-4	2
484	620	1,210	80	80	80	80	2.1	3	.....	10	.....	17	3	30	6-7	2
99	193	481	93	80	93	90	2.3	5	.....	4	.....	5	3	14	5-7	3
1,105	1,687	3,323	97	95	93	95	6.9	14	.....	25	.....	60	7	115	All	6
97	166	278	93	95	91	92	.8	.3	.....	3	.....	4.7	1	8	1-4	.....
512	907	1,546	83	82	80	80	4	4	.....	8	.....	20	4	32	All	1
336	467	936	84	82	82	82	1.2	5	.....	8	.....	13	2	26	5-6	1
36	31	67	....	83	65	75	.....	.....	1	.....	.....	1	1	1	All	.....
305	644	1,024	89	83	80	81	1.3	3	.....	9	.....	17	2	29	2-3	1
26	52	108	85	74	62	70	1	.....	.....	1	.....	2	1	3	.....	.....
129	454	605	80	85	88	86	1	2	.....	4	.....	8	1	14	5-9	.....
468	872	1,531	88	80	82	82	2	6	.....	14	.....	22	2	42	All	4
254	421	794	97	92	98	95	3.7	3.3	1	8.3	.....	14.4	5	26	All	1
529	902	1,681	95	95	94	94	3	7	.....	14	.....	27	3	48	All	4
983	1,538	2,832	88	86	83	85	3.8	11	.....	31	.....	39	4	81	All	2
31	123	177	79	88	71	74	1	.....	.....	1	.....	3	1	4	.....	.....
1,406	1,700	3,783	95	98	95	96	12.6	28	5	46	.....	68	18	142	All	5
1,033	1,160	2,423	75	87	72	78	3	9	2	26	.....	38	5	73	All	5
125	233	448	90	83	82	83	.6	3	.....	4	.....	6	1	13	4-7	1
15	328	387	90	93	91	88	1.6	1	.....	1	.....	9	2	11	4-7	.....
222	345	723	91	81	81	82	2.2	4.8	.....	7	.....	9	3	21	5-6	2
358	518	990	95	84	80	82	2.7	4	.....	10	.....	16	3	30	All	2
188	247	516	95	93	92	93	.7	4.7	.....	5	.....	5	1	15	1-3	1
40	93	177	77	78	66	87	1	1	.....	1	.....	3	1	5	.....	.....
561	1,102	1,873	96	98	97	97	3.3	6	5	12	.....	29	10	47	All	5
65	95	219	86	79	81	81	1.8	1	.....	1.5	.....	2.5	2	5	1-6	.....
235	345	724	97	97	94	95	1.1	6	1	7	.....	11	3	24	6-7	1
98	90	218	84	75	62	60	.7	2	.....	3	.....	3	1	8	1-3	.....
68	156	274	84	73	88	83	.7	2	.....	2	.....	3	1	7	1-3	1
169	262	518	87	73	68	72	.5	3	.....	5.5	.....	7.5	1	16	1-2	1
77	101	217	81	75	76	76	.6	1	.....	2	.....	3	1	6	2-5	.....
232	450	822	94	92	92	92	2.1	1	.....	9	.....	19	3	29	6-7	1
659	998	1,987	84	72	70	73	5	6	1	18	.....	31	6	55	All	2
120	289	489	94	85	95	92	.7	2	.....	2	.....	5	1	9	1-3	1
40	26	66	....	59	47	53	.....	.....	1	1	.....	1	1	2	.....	.....
204	451	733	90	91	92	91	.....	6	.....	8	.....	18	1	32	All	2
83	135	270	95	94	95	95	.4	2	.....	4	.....	4	1	10	3-7	.....
285	349	861	96	95	94	94	2.1	6	.....	8.5	.....	12.5	3	27	6-7	4
110	202	435	88	90	90	89	.9	2	.....	4	.....	5	1	11	1-8	1

TABLE XVII.—*Continued.*

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Addison	175	47	39	83	169	46	32	73	151	44	31	69	144
Alanson	209	21	96	95	212	21	96	95	212	16	80	74	170
Algonac	491	45	122	235	402	38	96	202	336	35	91	184	310
Almont	201	48	56	75	179	42	49	65	156	60	28	78	166
Applegate	66	36	.....	.....	.....	66	.....	.....	.....	42	.....	.....	.....
Armada	209	68	54	95	217	62	51	76	189	59	47	71	177
Ashley	181	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Athens	200	52	96	47	195	45	90	40	175	38	83	32	153
*Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	99	42	.....	53	95	39	.....	50	89	28	.....	39	67
Augusta	145	57	52	46	155	48	45	46	139	45	42	43	130
Baldwin	178	11	62	112	185	7	48	88	143	7	43	66	155
Bancroft	132	21	37	41	99	18	30	42	90	17	28	40	85
Bangor	378	116	115	196	427	105	98	161	364	98	94	143	335
Baraga	1,023	25	116	160	301	20	100	150	270	19	95	140	254
Baroda	187	26	44	96	166	23	40	84	147	20	33	68	121
Barryton	188	38	46	80	164	34	40	70	144	20	34	58	112
Bear Lake	158	34	63	59	156	34	63	59	156	27	51	45	123
Bellaire	349	54	92	124	270	44	79	159	282	42	72	111	225
Belleville	138	32	37	66	135	30	33	59	122	27	32	53	112
Bellevue	268	62	72	104	238	62	72	104	238	57	60	90	207
Bengonia	219	25	67	118	210	20	60	93	173	19	52	76	147
Berrien Springs	270	45	103	147	295	40	98	135	273	38	76	109	223
Birmingham	381	120	245	30	395	120	.240	26	386	118	236	26	380
Blissfield No. 1 fr.	179	.....	78	89	167	.....	56	64	120	.....	53	59	112
Blissfield No. 2 fr.	265	76	86	130	292	64	73	102	239	62	71	93	226
Bloomingdale	157	68	32	42	142	54	30	35	119	54	28	29	111
Boardman	201	34	90	97	221	44	65	73	182	37	66	41	144
Boyne Falls	176	21	63	57	141	18	54	51	123	17	47	43	107
Breedsville	100	.....	30	33	63	.....	30	33	63	.....	30	30	60
Brighton	184	48	69	61	182	45	60	53	158	44	56	51	151
Britton	127	33	26	47	106	30	26	43	99	30	25	39	94
Bronson	276	62	90	60	212	58	85	55	198	56	95	56	207
Brooklyn	148	45	65	50	160	41	72	33	146	40	61	32	140
Buchanan	394	78	107	197	382	73	90	145	308	72	83	130	285
Buckley	205	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	93	30	26	25	81	28	20	31	69	26	18	20	64
Burr Oak	153	66	56	59	181	60	51	43	154	59	47	42	148
Byron	117	46	42	50	138	36	38	38	112	33	35	33	101
Caledonia	139	67	56	44	167	60	52	40	152	49	48	36	133
Calumet	9,830	497	1,936	3,819	6,252	446	1,856	3,686	5,958	430	1,607	3,281	5,318
Camden	116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Capac	220	62	40	107	209	52	30	76	158	52	29	89	170
Caro	577	127	169	312	608	109	144	231	484	107	136	222	465
Carson City	252	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	188	46	49	54	149	48	39	50	137	36	31	26	93
Caseville	171	22	37	119	178	18	33	89	140	18	31	73	122
Casnovia	104	109	26	56	191	27	26	56	109	82	22	49	153
Cass City	398	115	131	140	386	86	115	109	310	84	110	102	296
Cassopolis	292	55	103	120	278	48	88	86	222	46	81	79	206
Cedar Springs	243	72	56	108	236	66	49	89	204	62	46	82	190
Central Lake	298	48	80	144	272	42	68	112	222	40	65	104	209
Centerville	168	39	49	68	156	35	46	60	141	32	45	57	134
Chelsea	496	132	124	153	409	129	124	142	395	125	119	136	380
Chesaning	361	64	90	146	300	52	76	113	241	51	72	105	228

*Not legally graded.

TABLE XVII.—*Continued.*

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
93	79	83	85	1	1	.....	1	.....	2	1	4	.....	.....
76	83	77	80	1	.....	.....	2	.....	2	1	4	.....	.....
77	74	85	83	.8	1	.....	3	.....	5	1	9	1-4	.....
88	87	96	92	.8	1	.....	2	.....	2	1	5	.....	1
62	.....	.....	.....	1	1	.....	.....	.....	.....	1	1	.....	.....
86	85	74	87	1	1	.....	2	.....	2	1	5	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	93	91	89	.8	1	.....	2	.....	1	1	4	1-6	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66	.....	73	70	1	.....	.....	.....	.....	1	1	1	.....	.....
78	80	93	83	.8	2	.....	2	.....	1	1	5	1-6	1
65	69	56	83	1	.....	.....	1	.....	1	1	2	All	.....
80	75	97	85	.9	1	.....	1.5	.....	1.5	1	4	1-8	1
90	85	92	92	1.9	1	1	2	.....	3	3	6	1-8	1
80	86	93	84	.7	1	.....	2	.....	3	1	6	1-3	.....
88	75	70	72	1	.....	.....	1	.....	2	1	3	.....	.....
52	73	72	68	1	.....	.....	1	.....	1	1	2	.....	.....
79	80	76	77	1	.....	.....	2	.....	1	1	3	.....	1
77	78	90	83	1	2	.....	2	.....	4	1	8	.....	1
84	86	80	82	1	.....	.....	1	.....	2	1	3	.....	.....
91	83	86	82	.7	2	.....	2	.....	2	1	6	1-3	1
76	77	64	70	.8	1	.....	1	.....	3	1	5	1-6	.....
84	73	74	75	1	1	.....	2	.....	3	1	6	.....	1
98	98	86	96	1	4	.....	2	.....	4	1	10	.....	1
.....	68	66	61	.....	.....	.....	2	.....	1	.....	3	1-4	.....
80	80	71	77	.7	2	.....	2	.....	2	1	6	3-8	.....
78	87	69	78	1	2	.....	1	.....	1	1	4	.....	.....
84	73	42	65	.8	.....	.....	2	.....	1	1	3	1-6	1
80	74	75	75	.8	.....	.....	2	.....	1	1	3	1-4	.....
.....	78	85	92	.....	.....	.....	1	.....	1	1	1	.....	.....
91	81	78	75	1	1	.....	2	.....	2	1	5	1-2	.....
90	96	82	88	.8	.....	.....	1	.....	1	1	2	1-5	.....
90	93	96	98	.7	2	.....	4	.....	2	1	8	1-3	.....
88	94	60	87	.9	1	.....	2	.....	1	1	4	.....	.....
92	77	65	74	1.5	2	.....	4	.....	4	2	10	1-2	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	69	80	79	1	.....	.....	1	.....	1	1	2	.....	.....
89	83	71	85	.7	2	.....	2	.....	2	1	6	1-3	.....
71	83	66	72	.1	.....	.....	1	.....	1	1	2	1-8	.....
73	85	82	80	1	.....	.....	1	.....	1	1	2	.....	.....
86	94	96	92	11	12	3	42	1	113	15	167	All	6
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	72	83	81	1	1	.....	1	.....	2	1	4	.....	.....
85	80	71	76	1.5	2	.....	4	.....	5	2	11	1-2	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	64	48	62	1	1	.....	1	.....	1	1	3	All	.....
83	83	74	78	1	.....	.....	1	.....	2	1	3	.....	.....
77	84	87	80	1	2	.....	1	.....	1	1	4	.....	.....
73	83	72	76	1.5	2	.....	3	.....	5	2	10	1-2	.....
83	78	65	74	.6	3	1	1.5	.....	2.5	2	6	4-7	.....
86	82	75	80	1	2	.....	1.5	.....	2.5	1	6	1-7	1
84	80	72	77	1	2.5	.....	2	.....	2.5	1	7	.....	2
82	91	83	86	1	1	.....	2	.....	2	1	5	.....	.....
94	96	89	92	.7	4	.....	4	.....	5	1	13	2-7	1
81	94	93	95	1.7	1.5	.....	2	.....	2.5	2	6	1-3	.....

TABLE XVII.—*Continued.*

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Clarkston	130	42	55	47	144	33	42	39	114	30	36	34	100
Clayton	102	33	28	33	94	33	28	33	94	25	26	24	75
*Clifford													
Climax	143	24	59	44	127	42	42	42	126	23	57	43	123
Clinton	207	69	77	68	214	66	72	65	203	63	66	43	172
Clio	173	50	57	106	213	46	52	91	189	40	52	65	157
Coloma	213	52	101	81	234	48	95	64	207	49	93	72	214
Colon	214	59	50	106	215	50	44	85	179	47	40	80	167
Columbiaville	138	53	32	48	133	41	27	31	99	39	27	29	95
Concord	122	35	46	50	131	33	37	46	116	32	36	43	111
Constantine	284	77	80	141	298	70	73	114	257	68	69	109	246
Coopersville	218	48	71	121	240	44	67	83	194	42	62	75	179
Copemish	149	35	41	64	140	35	41	64	140	33	38	42	113
*Croton													
Custer	124	36	24	39	99	31	20	31	82	27	18	27	72
*Daggett													
Dansville	92	25	37	42	104	21	35	30	86	17	31	26	74
Davison	190	35	69	89	193	34	67	80	181	28	64	73	165
Dearborn	365	32	72	141	245	28	65	135	228	24	63	110	197
Decatur	393	91	65	232	388	74	58	188	320	78	57	124	259
Deckerville	189	34	39	105	178	30	31	93	154	24	29	76	129
Deerfield	170	42	69	59	170	39	56	53	148	36	51	47	134
Detour	329	20	81	147	248	20	78	140	238	19	75	135	229
Dexter	237	89	90	74	253	86	80	66	232	85	79	65	229
Douglas	149	16	30	58	104	14	26	51	91	13	28	44	85
Dryden	144	35	39	50	124	35	39	20	124	34	47	49	121
Dundee	274	55	76	103	234	50	68	77	195	46	60	70	176
Durand	496	61	132	193	416	54	173	160	351	52	129	150	331
*Eagle													
East Grand Rapids	150	30	40	41	111	23	33	33	89	18	30	30	78
East Jordan	740	92	200	317	609	80	148	240	468	78	140	216	434
Eau Claire	122	28	73	54	155	25	54	34	110	25	50	36	111
Ecorse	286	8	56	130	194	7	52	114	173	7	48	100	155
Edmore	258	38	119	90	247	25	91	70	186	24	81	64	169
Elk Rapids	561	103	184	249	536	93	160	220	473	87	159	210	456
Elkton	308	47	33	159	239	42	24	138	204	40	23	133	196
Elsie	216	47	43	74	169	47	48	74	169	35	34	34	103
*Emmet													
Empire	216												
Essexville	526		61	81	142		56	76	132		51	75	126
Evart	482	99	105	181	385	90	102	170	362	83	101	163	347
Fairgrove	131	27	41	43	111	19	41	78	138	17	30	39	99
†Fairview													
Farmington	153	17	81	51	149	15	37	37	89	13	31	30	74
Farwell	279	30	75	123	234	32	58	88	178	31	49	80	160
Fennville	222	64	63	85	212	56	54	67	177	55	49	65	169
Fenton	550	152	172	290	614	131	139	197	467	128	137	195	460
Fife Lake	131	37	31	47	115	31	29	39	99	28	26	35	89
Flushing	210												
Ford	442		167	75	242		140	70	210		137	61	198
Forestville	110												
*Fowler													
Fowlerville	282	67	57	78	202	60	55	77	192	58	53	70	181
*Frankenmuth													
Frankfort	614	63	245	373	681	53	191	308	552	53	184	298	535

* Not legally graded.
† Now part of Detroit.

TABLE XVII.—*Continued.*

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
71	65	72	87	.8	1	.....	1	.....	1	1	3	1-4	.....
75	92	72	78	1	.....	.....	1	.....	1	1	2	.....	.....
95	96	97	96	1	.....	.....	2	.....	1	1	3	.....	.....
95	92	78	79	1	2	.....	2	.....	2	1	6	1-7	.....
80	91	61	73	.5	1	.....	2	.....	2	1	5	1-5	1
96	93	90	93	.8	1	.....	3	.....	2	1	6	1-4	.....
79	80	75	77	1	1	.....	3	.....	2	1	6	.....	.....
73	84	60	71	1	1	.....	1	.....	1	1	3	.....	1
91	78	86	84	1	1	.....	1	.....	2	1	4	.....	1
88	86	77	82	1	2	.....	3	.....	2	1	7	.....	.....
87	87	61	74	.9	1	.....	1	.....	2	1	4	1-8	.....
94	92	65	80	1	.....	.....	1	.....	1	1	2	.....	.....
75	75	69	72	.....	1	.....	1	.....	1	.....	3	.....	.....
80	83	61	71	1	1	.....	1	.....	1	1	3	.....	.....
80	92	82	85	2	.....	.....	2	.....	2	2	4	.....	.....
85	87	78	80	1.8	.....	.....	2	.....	3	2	5	1-6	1
85	87	53	66	.9	2	.....	2	.....	4	1	8	1-8	.....
71	75	69	72	1	.....	.....	1	.....	2	1	3	.....	.....
85	73	79	78	1	1	.....	1.7	.....	1.3	1	4	.....	.....
95	92	91	92	1	.....	1	1	.....	3	2	4	.....	.....
95	87	88	90	.7	3	.....	2	.....	2	1	7	2-7	1
81	93	75	81	1	.5	.....	1.5	.....	1	1	3	.....	.....
98	98	98	98	1	.....	.....	1	.....	1	1	2	.....	.....
83	78	67	75	.7	2	.....	2	.....	2	1	6	1-3	.....
84	80	77	79	1.8	2	1	3	.....	4	3	9	1-4	2
60	75	73	70	.....	1	.....	1	.....	1	.....	3	.....	.....
84	70	68	76	1.5	3	.....	4	.....	6	2	13	1-2	1
89	73	66	71	1	.....	.....	2	.....	1	1	3	.....	.....
94	83	76	79	.8	.....	.....	2	.....	2	1	4	1-5	.....
63	68	71	68	1	.....	.....	2	.....	2	1	4	.....	.....
84	86	84	85	.5	3	.....	4.5	.....	7.5	1	15	1-2	.....
85	69	89	82	.9	1	.....	1	.....	3	1	5	.....	.....
74	70	45	60	2	.....	1	1	.....	2	3	3	.....	.....
.....	91	98	95	.....	.....	1	1	.....	2	1	3	1-5	1
84	95	90	89	1.7	3	.....	2	.....	6	2	11	1-3	.....
62	73	92	89	1	.....	.....	1	.....	2	1	3	.....	.....
82	35	58	49	.8	1	.....	2	.....	1	1	4	1-6	.....
87	65	65	76	1	1	.....	1.5	.....	2.5	1	5	.....	.....
85	77	76	79	1	1	.....	1.3	.....	1.7	1	4	.....	.....
84	79	68	76	2.4	1	.....	4	.....	6	3	11	3-7	1
75	83	72	77	1	.....	.....	1	.....	1	1	2	.....	.....
.....	82	81	81	.....	.....	1	4	.....	2	1	6	.....	1
86	92	90	90	.5	2	.....	2	.....	2	1	6	1-2	1
98	96	96	96	.7	2	1	3	.....	7	2	12	1-3	1

TABLE XVII.—*Continued.*

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
*Fraser													
Freeport	149	47	38	75	160	39	36	58	133	37	33	55	125
Fremont	398	93	145	233	471	73	115	183	371	67	106	168	341
Fruitport	109	23	35	50	108	20	28	43	91	18	26	37	81
Gagetown	193	50	35	41	126	38	37	40	115	28	22	24	74
Gaines	100	69	42	28	139	48	34	23	105	47	33	23	103
Galesburg	143	51	61	65	177	50	52	50	152	49	49	46	144
Galien	160	32	55	66	152	30	48	49	127	28	46	44	118
*Garden													
Gaylord	501	48	162	213	423	36	132	153	321	33	124	141	299
†Glenwood													
Gobleville	163	62	77	43	182	58	74	33	165	54	71	27	152
Grandville	313	55	81	211	347	45	71	144	260	42	68	131	241
Grant	141					23	48	70	141				
Grass Lake	194	63	70	90	223	59	68	80	207	58	65	78	201
Grayling	555	53	198	229	480	44	167	201	412	43	165	196	404
Grosse Pointe	287		69	135	204		48	109	157				
*Grosse Pointe Farms													
*Grosse Pointe Park													
Hamtramck	1,032		114	552	666		107	389	496		101	353	454
Hanover	112	28	35	76	139	20	20	65	105	23	24	47	94
Harbor Beach	446	50	97	236	383	45	78	147	270	41	75	135	251
Harbor Springs	769	78	138	244	450	69	123	213	405	56	117	204	377
Harrietta	155	20	30	78	128	20	30	78	128	18	26	70	114
Hart	453	93	118	188	399	86	108	156	350	78	103	126	307
Hartford	359	84	149	104	337	68	135	88	291	78	141	91	310
Hersey	137	44	37	44	125	41	35	36	112	38	30	29	97
Hesperia	153	42	77	41	160	42	60	29	135	36	60	25	120
Highland Park	508		95	214	309		95	175	270		93	156	249
Hillman	255	38	44	41	123	38	35	41	114	30	30	35	95
Holly	391	62	141	163	366	60	125	130	315	59	118	129	306
Homer	196	66	52	103	221	61	48	99	208	57	45	87	189
Houghton	2,235	193	444	1,085	1,722	178	369	910	1,457	170	357	885	1,412
Howard City	381	61	116	151	328	52	94	120	266	49	86	114	249
Howell	546	150	179	248	577	128	156	227	511	127	144	207	478
Hubbardston	124	25	18	38	81	24	16	34	74	23	14	30	67
‡Hubbell													
Imlay City	352	74	99	139	312	66	89	107	262	63	85	101	249
Iron River	749	61	125	285	471	54	109	236	399	51	92	207	350
Ithaca	556	124	191	276	591	116	148	213	477	115	139	179	433
Jerome	78	15	20	22	57	15	20	22	57	13	17	16	46
Jonesville	320	65	111	157	333	56	94	128	278	55	91	116	262
Kalkaska	368	54	98	204	356	47	80	162	289	47	76	144	267
Kinde	152												
Kingsley	203	17	54	106	177	13	58	85	156	14	47	76	144
Kingston	157	48	48	43	139	48	48	43	139	33	33	33	99
Laingsburg	139	36	28	69	133	30	21	54	105	28	20	50	98
Lake Ann	101		39	38	77		30	25	55		28	24	52
Lake City	311	44	122	121	287	40	105	90	235	38	85	73	196
Lake Linden	1,920	145	174	461	780	130	141	385	656	126	140	371	637
Lake Odessa	334	74	98	161	353	69	105	138	312	63	97	111	271
Lake View	317	98	93	149	340	83	80	109	272	79	75	103	257
L'Anse	601	33	99	276	408	29	97	270	396	30	83	265	380
§Laurium													
Lawrence	191												

*Not legally graded.
†Report included in Wyandotte.
‡Report included in Lake Linden.
§Report included in Calumet.

TABLE XVII.—*Continued.*

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
88	86	72	78	1	1	1			2	2	3		
72	73	72	72	1.7	2		4		4	2	10	2-7	
78	74	74	75	1			1		1	1	2		
56	62	58	58	1			1		1	1	2		
68	79	82	74	1			1		1	1	2		
96	80	70	81	.8	2		1.5		1.5	1	5	1-4	1
87	83	66	77	.7	1		1		1	1	3		
69	76	67	70	.7	2		4		5	1	11	2-7	
87	93	62	83	.8	1		2		1	1	4	1-6	
73	83	62	80	.7	.5		2		3.5	1	6	1-3	
				1			1		1	1	2		
92	93	86	90	.8	2		1		2	1	5	1-6	1
81	83	85	84	.8	2		4		4	1	10	1-4	
							2		3		5		
	88	63	68			1	3		9	1	12	1-3	2
			68		1		1		2	1	4		
82	77	57	65	.5	2		3		4	1	9	1-2	
71	84	83	90	1.2	2		4		6	2	12	3-4	
90	86	88	89	1			1		2	1	3		
83	87	67	76	.8	4		4		4	1	12	1-4	2
94	95	88	91	.8	2		3		2	1	7	1-4	1
86	81	65	77	.8	1		1		1	1	3	1-5	3
88	77	66	81	1	1	1	3		1	2	5		
	87	72	80			1	3.5		4.5	1	8	1-2	3
78	68	85	77	1		1			1	2	1		
96	83	79	83	.1	2		3		3	1	8	1-8	1
86	86	84	85	.7	2		2		3	1	7	1-3	2
88	79	81	82	4.3	5	2	9		29	7	43	All	2
80	74	75	75	.5	2		3		3	1	8	1-2	2
84	80	83	82	.8	5		4		7	1	16	1-4	1
92	88	78	82	1			1		1	1	2		
85	85	71	79	1	2		2		3	1	7		
83	73	72	74	1	3		4		5	1	12	5-8	1
92	72	64	73	.5	4		3		6	1	13	1 2	1
86	85	72	80	1			1		1	1	2		
84	82	73	78	.8	2		2		2	1	6	1-6	2
87	78	70	75	.7	2		3		4	1	10	1-3	1
82	88	71	81	1		1	1		1	2	2		
66	68	76	71	1			1		1	1	2		
77	71	72	77	.8	1	1	1		1	2	3	1-6	
	71	63	67			1			1	1	1		
87	69	60	68	1	1		3		2	1	6		
86	82	80	81	3	5		6		12	3	23	All	2
85	82	75	76	1.8	1	1	2		4	7	3	1-4	
95	94	94	94	1.8	1	1	1		3	3	5	1-4	
90	85	96	93	1.5	2		4		6	2	12	1-2	

TABLE XVII.—*Continued.*

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Lawton	228	81	54	107	242	78	49	97	224	70	44	75	189
Leonard	134	73	27	45	105	33	26	41	100	26	20	27	73
LeRoy	184	34	62	58	159	30	69	40	139	27	61	34	122
Leslie	266	80	85	90	255	66	83	88	237	62	80	86	228
Lexington	144	40	50	60	150	38	34	57	129	33	32	49	114
*Lincoln													
Linden	169	45	22	92	159	38	20	81	139	35	16	63	114
Lisbon	86		25	29	54		22	24	46		19	19	38
Litchfield	150	65	70	50	185	63	70	40	173	60	59	48	167
Lowell	432	88	133	207	428	78	129	185	392	74	127	148	349
Luther	261	28	72	107	207	24	67	72	163	20	54	78	152
Lyons	176	33	59	74	166	28	51	67	146	24	45	58	127
Mackinaw City	214	23	30	39	133	23	30	80	133	18	24	53	96
Mancelona	571	103	139	279	527	98	41	26	165	84	34	29	147
Manchester	354	80	98	110	288	67	89	101	257	66	82	98	247
Manton	386	68	133	230	431	65	120	200	385	60	84	154	298
Maple Rapids	129	32	50	53	135	30	45	41	116	24	43	33	100
Marcellus	226	71	79	90	240	65	62	78	205	63	60	74	197
Marion	332	21	40	210	271	19	38	201	258	17	34	180	232
*Marlborough													
Marlette	328	81	118	132	331	74	107	123	304	71	100	114	285
*Maybee													
Mayville	208	59	47	87	193	54	42	81	177	49	36	65	150
McBride	138	28	45	47	120								
Mecosta	126	28	51	54	133	28	51	54	133	20	38	38	96
*Melvin													
Memphis	181	63	55	59	177	59	47	51	157	54	42	38	134
Mendon	197	66	49	83	198	55	46	65	166	52	45	62	159
*Merrill													
Merick	177	14	38	46	98	9	25	35	69	8	22	31	61
Metamora	104	20	34	30	84	16	29	24	69	14	27	20	61
Middleville	211	50	66	98	214	44	50	78	172	42	47	74	163
*Mikado													
Milan	345	83	107	193	383	76	91	152	319	73	85	135	293
Milford	225	48	68	88	204	45	60	72	177	44	55	65	164
Millersburg	227												
Millington	214	95	61	95	251	84	51	78	213	78	47	76	201
Minden	181		81	100	181		81	100	181		39	59	98
Montague	259	33	61	109	203	32	59	96	187	31	58	94	183
Montrose	142	25	92	20	137	23	88	19	130	22	87	18	127
Morenci	332	78	104	141	323	66	87	116	269	66	78	105	249
Morley	124	38	30	47	115	32	29	40	101	30	24	29	83
Morrice	108	17	34	53	104	16	34	46	96	15	33	40	88
Mt. Morris	187	60	65	40	165	54	53	57	144	50	47	32	129
Muir	106	21	35	48	104	16	26	58	83	12	25	35	72
*Mulliken													
Munising	893	98	280	353	731	87	268	359	694	84	259	325	668
Nashville	303	62	92	132	286	58	79	115	252	56	73	108	237
*Naubinway													
Newago	504	63	261	174	498	52	110	162	324	48	105	135	288
New Baltimore	230	38	65	115	216	28	56	87	171	25	54	82	161
Newberry	612	33	204	379	616	27	136	249	412	26	126	235	387
*New Boston													
New Buffalo	156	30	16	92	138	27	15	71	114	26	15	61	102
New Haven	140	33	52	43	128	31	50	38	119	30	49	33	112

*Not legally graded.

TABLE XVII.—*Continued.*

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
86	81	70	78	.8	2	.....	2	.....	2	1	6	1-6	.....
78	74	60	69	1	.....	.....	1	.....	1	1	2	.....	.....
80	98	68	76	.9	1	.....	2	.....	1	1	4	.....	.....
77	94	96	89	.8	1	.....	2	.....	2	1	5	1-6	.....
82	64	81	76	1	1	.....	1	.....	2	1	4	.....	.....
77	75	68	72	.9	1	.....	1	.....	2	1	4	1-8	.....
...	75	65	66	.....	.....	1	.....	.....	1	1	1	.....	.....
93	85	96	90	1	1	1	1	.....	1	2	3	.....	.....
85	95	71	86	.5	3	1	3	.....	6	2	12	1-5	.....
71	75	72	73	1	.....	.....	2	.....	2	1	4	.....	1
72	76	78	76	.9	1	.....	1.5	.....	1.5	1	4	1-8	.....
78	80	66	72	.8	.....	.....	1	.....	2	1	3	1-6	.....
81	84	79	79	1.3	3	1	2	.....	6	3	11	2-3	1
85	83	89	88	.8	2	.....	3	.....	3	1	8	1-4	1
88	63	66	69	1	2.5	.....	2.5	.....	5	1	9	.....	.....
75	86	62	74	.9	2	.....	1	.....	1	1	3	1-8	.....
88	75	82	82	1	2	.....	2	.....	2	1	6	1-7	.....
80	85	85	85	1	.....	.....	1	.....	6	1	7	.....	.....
87	84	86	86	.5	3	.....	2.5	.....	3.5	1	9	1-5	.....
83	75	74	77	2	.....	.....	1	.....	2	2	3	.....	.....
71	74	70	72	1	.....	.....	1	.....	1	1	2	.....	.....
85	76	64	75	1	1	.....	2	.....	1	1	4	.....	.....
68	91	74	80	.5	2	.....	2	.....	2	1	6	1-5	.....
57	57	67	62	1	.....	.....	1	.....	1	1	2	.....	.....
70	79	66	72	1	1	.....	1	.....	1	1	3	.....	.....
84	71	75	76	1.8	1	.....	2	.....	2	2	5	1-4	1
87	79	69	76	1	3	.....	3	.....	3	1	9	.....	.....
91	80	73	80	.8	2	.....	4	.....	1	1	7	1-6	.....
82	77	78	80	1	1	.....	1.7	.....	1.3	1	4	.....	.....
...	48	59	54	.....	.....	1	1	.....	1	1	2	.....	.....
93	95	86	90	.5	1	.....	2	.....	3	1	6	1-5	1
90	94	90	92	1	.....	.....	1	.....	2	1	3	.....	.....
84	75	74	77	.9	2	.....	3	.....	3	1	8	1-9	.....
78	80	61	72	1	.....	.....	1	.....	1	1	2	.....	.....
88	97	73	84	.7	1	.....	1.5	.....	1.5	1	4	1-3	1
83	72	80	78	1	1	.....	1	.....	1	1	3	.....	1
57	71	72	69	.....	1	.....	1	.....	2	.....	4	.....	1
85	92	92	91	3.5	2	2	6	.....	8	6	16	1-2	1
90	78	81	82	1.8	2	.....	3	.....	3	2	8	1-4	.....
76	40	77	57	1	2	.....	3	.....	4	1	9	2-9	.....
69	83	71	74	.7	1.5	.....	2	.....	2.5	1	6	1-3	.....
78	61	62	62	2	1	1	5	1	13	4	19	.....	.....
86	93	66	73	1	.....	.....	1	.....	2	1	3	.....	.....
90	94	76	87	1	.....	1	.....	.....	1	2	1	.....	.....

TABLE XVII.—*Continued.*

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
North Adams	119	79	82	27	188	72	28	22	122	69	27	20	116
North Branch	204	83	51	100	234	72	46	89	207	70	43	81	194
Northport	252	32	126	72	231	27	109	69	205	22	91	55	168
Northville	424	80	152	148	380	76	131	128	335	72	126	125	323
Oakley	64	.....	29	33	62	.....	21	27	48	.....	19	21	40
Olivet	178	60	64	55	179	60	64	55	179	55	60	54	169
Onekama	136	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Onionagon	606	78	184	322	584	75	184	322	581	62	163	245	470
Orion	180	33	68	50	151	29	62	46	137	28	56	46	130
Ortonville	123	38	42	57	137	33	37	50	120	28	33	37	98
Oscoda	352	43	89	146	278	42	83	121	246	42	78	113	233
Otisville	126	47	33	45	125	45	31	42	118	40	26	26	92
Otsego	614	115	181	295	591	107	138	227	472	97	126	207	430
Otter Lake	79	.....	40	53	78	.....	35	40	73	.....	30	30	65
Ovid	291	100	115	103	318	98	96	88	282	81	93	94	268
*Owendale	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oxford	288	68	96	138	302	59	77	106	242	50	71	97	220
Parma	176	47	28	105	180	40	25	102	167	29	24	90	153
Paw Paw	375	140	115	117	372	127	101	113	341	125	95	108	328
Peck	109	.....	51	37	88	.....	51	37	88	.....	.....	.....	43
Pellston	386	28	125	260	413	24	89	173	286	23	80	126	229
Pentwater	324	57	128	101	286	51	106	88	245	48	87	76	211
*Perrinton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	178	30	83	67	180	30	88	66	184	25	73	27	125
Petersburg	224	47	76	84	207	45	74	72	191	43	67	62	172
Pewamo	119	31	25	24	80	22	22	20	64	24	22	18	64
Pierson	106	.....	45	40	85	.....	45	40	85	.....	30	29	59
Pigeon	312	29	77	123	229	29	77	123	229	22	54	59	135
Pinckney	129	33	20	73	126	29	18	31	78	28	17	29	74
Pinconning	343	62	79	134	275	50	70	120	240	45	60	79	184
Plainwell	347	81	81	155	317	68	73	146	287	65	72	116	253
Plymouth	484	91	149	217	457	83	144	189	416	81	125	173	379
Port Austin	226	22	53	130	205	20	49	102	171	20	44	96	160
Port Hope	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Portland	447	83	156	199	438	81	113	188	382	71	90	140	301
Port Sanilac	95	22	29	39	90	16	28	39	83	14	22	26	63
*Posen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Potterville	140	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Quincy	275	111	52	100	263	98	48	91	237	92	44	87	223
Reading	251	105	84	94	283	88	73	78	238	84	72	75	231
*Redford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
§Red Jacket	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Reed City	528	94	171	207	472	86	138	173	397	83	130	159	372
*Reese	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richland	80	32	26	18	76	30	25	15	70	28	24	12	64
††Richmond	330	43	91	133	267	37	82	99	218	34	72	103	209
River Rouge	1,212	47	194	609	850	43	157	531	731	39	141	468	648
Rochester	368	61	113	190	364	59	98	130	287	55	85	102	242
Rockford	204	42	70	72	184	38	64	63	165	37	62	62	161
Rogers	316	30	62	126	218	27	46	113	186	23	41	77	141
Romeo	378	102	95	162	359	94	75	128	297	90	77	121	290
Roscommon	132	21	33	35	89	19	30	31	80	17	29	23	69
Royal Oak	388	94	93	155	342	71	88	141	300	66	82	124	272
St. Charles	647	20	114	297	431	20	117	275	412	19	107	292	418
*St. Clair Heights	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Not legally graded.
§Report included in Calumet.
††Lenox school district united with this.

TABLE XVII.—*Continued.*

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
87	84	74	84	.8	2	.....	2	.....	1	1	5	1-6	.....
84	84	81	82	1	1	.....	2	.....	2	1	5	.....	.....
68	72	75	72	1	.....	.....	2	.....	2	1	4	.....	.....
90	82	84	85	.8	3	.....	5	.....	4	1	12	1-4	.....
.....	65	63	64	.....	.....	1	.....	.....	1	1	1	.....	.....
91	92	98	94	.8	1	.....	2	.....	2	1	6	1-4	1
79	88	76	80	.6	3	.....	4	.....	15	1	22	4-7	.....
81	82	92	86	.9	1	.....	2	.....	2	1	5	1-8	.....
86	88	62	71	1	.....	.....	1	.....	1	1	2	.....	.....
97	87	77	83	.8	2	1	1	.....	3	2	6	1-4	.....
85	78	57	73	1	.....	.....	1	.....	1	1	2	.....	.....
83	69	70	72	1.7	3	.....	4	.....	8	2	15	1-3	2
.....	85	56	83	.....	.....	1	.....	.....	1	1	1	.....	.....
81	82	91	84	1.7	2	.....	2.5	.....	3.5	2	8	1-3	1
73	73	70	72	1.6	2	.....	3	.....	2	2	7	2-5	.....
82	85	85	85	1	1	.....	1	.....	1	1	3	1-6	1
89	82	92	88	1.5	2	1 5	1	.....	3	3	6	1-2	1
.....	.....	.....	69	.....	.....	.....	.5	.....	.5	.....	1	.....	.....
97	90	72	86	1	1	.....	2	.....	4	1	7	.....	.....
84	67	75	76	.3	1.3	.....	2	.....	2	1	6	.....	1
83	89	40	69	1	1.8	.....	3	.....	2	1	7	1-6	.....
91	88	73	83	1	1	1	.5	.....	2.5	2	4	.....	.....
77	88	75	80	1	.....	.....	1	.....	1	1	2	.....	.....
.....	66	72	69	.....	.....	1	.....	.....	1	1	1	.....	.....
75	70	48	58	1	.....	.....	2	.....	2	1	4	.....	.....
95	90	93	91	1	1	.....	1	.....	3	1	4	.....	.....
72	75	59	66	1	1	.....	2	.....	2	1	5	.....	.....
80	88	74	79	.7	3	.....	2	.....	3	1	8	1-3	2
89	83	79	82	.5	3	.....	4	.....	5	1	12	.....	.....
90	83	73	78	.8	1	.....	1	.....	3	1	5	1-6	.....
85	57	70	68	.....	5	1	3	1	3	2	11	.....	1
63	75	66	70	.....	1	.....	1	.....	1	.....	3	.....	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...
82	84	87	84	.8	3	.....	2	.....	2	1	7	1-4	1
80	85	74	81	1.9	2	1	1	.....	2	3	5	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	76	77	78	1.1	2	.....	4	.....	6	2	12	3-7	2
87	92	66	84	1	2	.....	1	.....	1	1	4	.....	.....
79	79	77	78	.9	2	.....	2	.....	3	1	7	1-8	.....
80	72	76	76	.2	5	1	5	.....	12	2	22	4-5	2
95	88	87	89	.5	2	.....	2	.....	3	1	7	1-5	.....
88	88	86	87	1	1	.....	2	.....	2	1	5	.....	.....
79	65	60	64	1	1	.....	1	.....	2	1	4	.....	.....
99	81	74	82	.8	3	.....	3	.....	3	1	9	1-4	1
81	87	65	77	1	1	.....	1	.....	1	1	3	.....	.....
70	88	80	79	5	2	.....	2	.....	3	1	7	1-5	.....
96	94	98	96	.8	1	.....	3	.....	5	1	9	1-6	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE XVIII.—*Continued.*

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Addison	23	32	36	30	20	1	1	22	$12 60	$10 80	$10 80	17	14.5	9.9
Alanson	21	42	37	....	1	....	....	1	13 90	12 50	....	18	....	....
Algonac	21	32	40	33	5	1	3	9	9 00	6 75	6 75	18	14	10
Almont	23	24	32	26	20	....	....	20	14 00	....	....	18	....	....
Applegate	....	....	....	....	3	....	....	3	....	....	....	....	15	....
Armada	31	25	38	31	33	3	....	36	14 25	14 25	4 75	18	14	10.9
Ashley	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Athens	25	45	40	35	16	4	2	22	11 25	9 00	9 00	18	13	8
*Atlanta	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Attica	....	39	50	44	....	3	....	3	....	10 00	....	16	....	....
Augusta	17	22	46	23	28	1	....	29	9 00	9 00	9 00	17	14	10
Baldwin	7	48	88	47	....	....	....	....	....	....	....	17	15	11
Bancroft	9	20	23	18	7	3	4	14	10 00	10 00	10 00	16.5	14	10
Bangor	36	49	53	40	52	14	10	76	13 30	....	....	17	....	....
Baraga	11	50	50	38	....	....	....	....	....	....	....	18	14	....
Baroda	41	....	....	....	4	....	....	4	12 50	....	....	18	....	....
Barryton	34	40	70	37	9	1	....	10	9 50	9 50	....	....	....	....
Bear Lake	34	44	33	29	15	6	1	22	10 25	10 00	10 00	18	14	10
Bellaire	15	40	31	28	14	....	....	14	10 25	10 00	10 00	17.5	....	....
Belleville	30	33	29	30	....	....	....	....	10 00	7 50	5 00	17	....	....
Bellevue	20	36	41	29	17	9	2	28	12 50	12 50	12 50	17	....	....
Bensonia	11	60	31	28	....	....	....	....	12 60	9 00	....	....	14.2	....
Berrien Springs	20	49	45	39	13	5	....	18	12 00	12 00	10 00	18	14	10
Birmingham	24	120	6	35	40	20	6	66	20 00	16 00	10 00	17	13	7
Blissfield No. 1 fr	....	28	64	40	....	1	....	1	....	10 00	....	....	12	8
Blissfield No. 2 fr	23	36	51	34	36	17	2	55	15 00	15 00	15 00	17.5	15	11
Bloomingdale	18	30	35	23	15	1	....	16	9 00	9 00	9 00	17	....	....
Boardman	55	32	73	36	3	....	....	3	9 00	....	....	15	....	....
Boyne Falls	22	27	51	31	4	....	....	4	....	....	....	....	....	....
Breedsville	....	30	33	31	....	4	....	4	....	....	....	....	....	....
Brighton	22	30	26	26	16	4	2	22	14 00	10 00	10 00	20	13	11
Britton	37	26	43	33	9	....	....	9	9 50	....	....	17	13	....
Bronson	21	21	27	22	20	8	2	30	14 00	10 00	10 00	17	12	8
Brooklyn	21	36	33	29	....	....	....	....	10 00	10 00	7 50	17	....	....
Buchanan	20	22	36	25	29	8	4	41	12 66	9 50	6 33	17.7	14	10
Buckley	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Burlington	28	20	21	23	6	....	1	7	9 00	7 20	7 20	17	....	....
Burr Oak	20	25	21	22	19	7	....	26	17 10	13 50	9 00	18	13	11
Byron	40	38	38	37	14	3	2	19	12 50	10 00	7 50	17	13	9
Caledonia	60	52	40	30	30	2	....	32	10 00	10 00	10 00	16	12	9
Calumet	19	41	32	33	75	....	....	75	40 00	20 00	20 00	19	15	11
Camden	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Capac	25	30	38	32	29	2	3	34	15 00	15 00	10 00	17	15	10.5
Caro	31	36	46	37	47	16	6	69	13 00	10 00	7 80	17	14	11
Carson City	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Carronville	24	39	50	34	7	....	....	7	10 00	....	....	....	....	....
Caseville	18	33	44	35	....	....	....	10	10 00	....	....	....	14	....
Casnovia	9	26	56	21	7	....	....	7	10 50	....	....	....	....	....
Cass City	24	38	21	25	63	....	....	63	15 00	10 25	10 00	18	....	....
Cassopolis	13	35	34	27	20	12	2	34	13 30	11 40	9 50	18	14	10
Cedar Springs	22	32	35	29	32	5	5	42	14 25	11 40	6 67	18	14	11
Central Lake	12	24	33	24	6	5	....	11	14 25	9 75	....	19	14.5	10.5
Centreville	16	23	30	23	....	....	....	11	13 00	10 00	....	16.5	14	10
Chelsea	27	31	28	28	....	....	....	59	15 00	12 00	12 00	18	14.5	10
Chesaning	16	38	45	30	25	6	....	31	15 00	15 00	....	18	15	11

*Not legally graded.

TABLE XVIII.—*Continued.*

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
6	1	no	.....	12	12	.....	.....	.....	no	no	no	no	no	no	.....	no	no
2	1	no	1-2	11	.....	.....	.....	.....	no	yes	yes	no	no	no	yes	no	no
7	1	yes	.....	12	5	.....	.....	.....	no	no	no	no	no	no	yes	no	no
8	.....	no	1-2	12	15	.....	.....	.....	yes	yes	no	no	no	no	yes	no	no
5	1	no	.....	8	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
7	1	no	.....	12	21	.....	.....	.....	no	no	no	no	no	yes	yes	no	no
4	1	no	1-5	12	.....	.....	.....	11	no	no	no	no	no	no	yes	no	no
2	1	no	1-4	10	.....	.....	.....	.....	no	no	yes	no	no	no	yes	no	no
11	1	no	.....	12	2	.....	.....	20	no	no	no	no	no	no	yes	no	no
4	1	no	.....	10	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
4	1	no	1-2	12	3	.....	.....	.....	yes	no	no	no	no	no	no	no	no
11	1	yes	.....	13	5	.....	.....	20	yes	yes	no	no	no	yes	yes	no	no
4	1	yes	.....	12	.....	.....	.....	.....	no	no	no	no	no	yes	yes	no	no
3	1	no	1-3	10	.....	.....	.....	.....	no	no	no	no	no	yes	yes	no	no
4	1	yes	1-6	10	.....	.....	.....	.....	no	yes	yes	no	no	no	yes	no	no
6	1	yes	.....	12	8	.....	.....	.....	no	no	no	no	no	no	yes	no	no
13	1	yes	.....	12	31	.....	.....	.....	yes	yes	.....	.....	.....	no	yes	no	no
7	1	no	1-4	12	.....	.....	.....	.....	no	yes	yes	no	no	yes	yes	no	no
8	1	yes	.....	12	19	.....	.....	14	yes	no	yes	no	no	no	yes	no	no
.....	1	yes	1-3	12	15	.....	.....	6	no	no	no	no	no	no	yes	no	no
8	1	no	1-4	12	24	.....	.....	.....	yes	no	no	no	no	no	yes	no	no
15	1	yes	.....	12	14	.....	.....	20	yes	yes	yes	no	no	no	yes	no	no
.....	1	no	1-3	8	6	.....	.....	.....	no	yes	no	no	no	no	yes	no	no
5	1	no	1-6	12	36	.....	.....	.....	yes	no	no	no	no	yes	yes	no	no
6	1	no	.....	12	20	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	no	1-2	12	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
9	1	no	.....	10	.....	.....	.....	.....	yes	yes	yes	no	no	.....	yes	no	no
.....	1	no	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	2	no	1-5	12	1	.....	.....	14	.....	.....	.....	.....	.....	.....	yes	.....	.....
10	1	yes	.....	.....	11	2	.....	.....	no	yes	yes	no	no	no	yes	.....	.....
14	1	yes	1-3	12	10	.....	.....	15	no	no	no	no	no	yes	yes	.....	.....
7	.....	yes	1-3	12	25	.....	.....	.....	no	no	no	no	no	no	no	.....	.....
14	.....	no	.....	12	33	.....	.....	26	no	.....	.....	.....	.....	yes	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	no	.....	11	3	.....	.....	.....	no	yes	yes	no	no	no	yes	no	no
7	.....	no	.....	12	16	.....	.....	7	no	no	no	no	no	no	yes	no	no
5	1	no	1-3	10	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
3	1	no	.....	11	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
51	20	yes	.....	13	.....	.....	.....	.....	yes	yes	yes	yes	yes	yes	yes	yes	yes
10	1	no	.....	12	22	.....	.....	.....	no	no	no	no	no	no	yes	no	no
18	2	yes	.....	12	45	.....	.....	30	yes	yes	yes	.....	.....	yes	yes	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	1	no	.....	10	5	.....	.....	.....	no	no	yes	no	no	yes	yes	no	no
.....	1	no	.....	12	8	.....	.....	.....	no	no	no	no	no	no	yes	no	no
.....	1	no	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	yes	yes	.....	.....
15	1	yes	1-2	12	60	.....	.....	38	yes	yes	yes	no	no	no	.....	no	no
6	.....	no	.....	12	25	.....	.....	9	no	no	no	no	no	no	yes	no	no
6	1	no	1-2	12	9	.....	.....	10	yes	yes	yes	no	no	yes	yes	no	no
6	1	yes	.....	12	17	.....	.....	11	yes	yes	yes	yes	no	yes	yes	no	no
8	1	no	.....	12	11	.....	.....	9	.....	.....	.....	.....	.....	.....	yes	no	no
26	1	yes	1-2	12	51	.....	.....	43	yes	yes	no	no	no	no	yes	no	no
8	1	yes	.....	12	30	.....	.....	17	no	no	no	no	no	.....	yes	no	no

TABLE XVIII.—*Continued.*

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Clarkston	18	42	39	28	12	3	1	16	$13 00	$10 00	$10 00	19	11	
Clayton	33	28	33	31				10	9 00			17		
*Clifford														
Climax	42	21	42	31	6	3	1	10	12 60	12 60	10 80		12	7
Clinton	22	36	32	29	26	7		33	12 30	9 50	7 60	17	14	10
Clio	30	26	45	33	29	10	5	44	14 00	12 00	10 00	17	14	10
Coloma	26	32	32	39	23	14	6	40	13 50			19	15	9
Colon	25	14	42	25	25			25	12 15	10 80		16		
Columbiaville	20	27	31	24	14	1	1	16	10 00	7 50	5 00	17	11	8
Concord	16	37	23	23	14	11	5	30	4 00	3 50	3 00	17 4		
Constantine	23	24	57	32	31	5		36	15 00	12 00	9 00	17	15	11
Coopersville	23	67	41	38	24			24	11 88			16		
Copemish	35	41	64	46	7	2		9	14 50	14 50	14 50	15	11	7
*Croton														
Custer	31	20	31	27		1		1				16	14	10
Daggett														
Danesville	10	35	30	21	6	2	2	10	10 00	8 00	8 00	19	14	9
Davison	17	33	40	30	15	2	3	20	15 00	15 00	12 00			
Dearborn	15	56	45	32	7	3	1	11	10 00	7 50	7 50	18		
Decatur	25	29	47	35	39	14	13	66	13 00	10 00	7 00	18	15	
Deckerville	30	31	46	38	9	1	2	12	15 00	10 00	7 50		14	
Deerfield	19	33	40	30	15	7	4	26	9 00	6 75	4 50	17 7	13 8	9 5
Delray														
Detour	20	39	46	47	2		2	4				16		
Dexter														
Douglas	8	17	51	22	1	1	1	3	9 00	9 00	9 00	18	16	8
Dryden	35	39	50	41	15	4		19	10 25	10 00	7 50	15	13	8
Dundee	18	34	38	27	22	2		24	5 00	3 00	2 00	17	14	11
Durand	14	34	40	29	11	9	4	24	12 00	10 00	10 00	18	14	10
*Eagle														
East Grand Rapids	23	33	33	29									14	11
East Jordan	17	37	40	31	4	4	4	12	10 00	7 50	5 00	17	13	9
Eau Claire	25	25	34	27	4	4	4	12	9 00	9 00	9 00	17		
Ecorse	7	25	57	34										
Edmore	25	45	35	37	19	5	2	26	9 50	7 13	4 75	16	14	10
Elk Rapids	27	35	30	30					10 00	10 00	10 00	18	14	10
Elkton	28	43	49	40	13	2	4	19	15 00	12 60	10 00	18	15	13
Elsie	23	24	37	28	19	2	1	22	11 87	9 50	7 12	19	14 2	10 9
*Emmet														
Empire														
Essexville		28	38	33						20 00	20 00		14	
Evart	19	52	28	27					10 00	10 00	7 50	17	14	10
Fairgrove	19	41	56	44	8	3	1	12	10 00	10 00	10 00			
†Fairview														
Farmington	8	18	37	17	7	7		14	6 00	2 50				
Farwell	16	38	35	29	5	2	1	8	9 00	6 30	6 30	18	13	11
Fennville	28	40	40	35	18	4		22	11 25	11 25	11 25	17	13	9
Fenton	35	35	33	33	36	13	9	78	20 00	16 00	12 00	18	14	11
Fife Lake	31	29	39	33	5			5	9 00			16		
Flushing														
Ford		24	35	30									14	7
Forestville														
*Fowler														
Fowlerville	24	27	38	27	37	2		39	15 00	12 00	12 00	18	14	
*Frankenmuth														

*Not legally graded.
†Now part of Detroit.

TABLE XVIII.—*Continued.*

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Numder of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
4	1	no	.....	12	6	....	...	....	no	no	yes	no	no	no	yes	no	no
4	1	no	.....	10	....	....	...	....	.....	.....	.....	.....	.....	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1	yes	.....	12	14	....	...	....	no	no	yes	yes	no	yes	yes	no	no
9	1	no	1-2	12	25	...	....	17	no	no	no	no	no	no	yes	.....	.....
6	1	no	1-2	12	29	....	....	21	yes	yes	no	no	no	no	yes	no	no
9	1	yes	1-2	12	19	....	....	....	no	yes	yes	no	no	yes	yes	no	no
6	1	no	.....	12	4	....	....	18	no	no	yes	no	no	no	yes	no	no
.....	1	no	.....	11	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
4	1	no	1-2	12	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
17	1	yes	.....	12	...	..	..	..	no	no	no	no	no	yes	yes	no	no
.....	2	yes	1-3	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
7	1	yes	1-3	10	....	....	....	....	no	no	no	no	no	no	yes	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	3	yes	1-3	10	....	....	....	....	yes	yes	yes	yes	no	yes	yes	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	yes	1-2	12	....	....	....	....	no	yes	yes	no	no	no	yes	.....	.....
.....	1	no	.....	11	17	....	....	....	no	no	no	no	no	no	yes	no	no
1	1	no	.....	12	....	....	....	....	yes	no	no	no	no	no	no	no	no
11	1	no	.....	12	38	....	....	29	no	no	no	no	no	yes	yes	no	no
.....	1	no	1-3	11	9	....	....	....	no	yes	yes	no	no	no	yes	no	no
8	1	no	1-5	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	no	1-4	10	....	....	....	....	no	no	no	no	no	no	no	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	1	no	.....	11	9	....	....	....	no	no	yes	no	no	no	yes	no	no
5	.....	no	.....	10	.....	.....	.....	4	no	no	yes	no	no	no	yes	no	no
8	1	yes	.....	12	20	....	....	10	no	no	no	no	no	yes	yes	no	no
13	1	yes	1-4	12	21	....	....	11	yes	no	no	no	no	yes	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	1	no	.....	8	.....	.....	.....	.....	no	yes	yes	no	no	no	...	no	no
11	3	no	1-3	12	53	....	....	35	yes	yes	no	no	no	no	yes	yes	no
2	1	no	....	12	25	....	....	...	no	no	no	no	no	no	yes	no	no
3	1	no	.....	10	....	....	....	....	no	no	no	no	no	.....	yes	no	no
4	1	yes	1-2	11	....	....	....	....	no	yes	yes	no	no	no	yes	no	no
18	2	yes	2-3	12	45	....	....	....	no	yes	yes	no	no	no	yes	no	no
2	.....	no	...	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	yes	yes	no	no
3	1	no	.....	12	14	....	....	....	no	no	no	no	no	no	yes	yes	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	1	.....	.....	8	.....	.....	.....	.....	yes	yes	yes	no	no	no	yes	no	no
12	1	yes	.....	13	30	....	....	12	no	no	yes	yes,	no	no	yes	no	no
1	.....	no	.....	11	12	....	....	....	no	yes	yes	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1	no	.....	12	5	....	....	....	yes	yes	yes	no	no	no	yes	no	no
4	1	no	....	12	14	....	....	5	no	no	yes	no	no	yes	yes	no	no
8	1	no	....	12	32	....	....	....	no	no	no	no	no	yes	yes	no	no
16	3	no	1-2	12	46	....	....	46	yes	yes	no	no	no	no	yes	no	no
2	1	no	.....	11	....	....	....	....	no	no	yes	no	no	yes	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	2	yes	.....	8	....	..	...	....	yes	no	yes	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	1	yes	....	....	35	..	....	13	yes	yes	yes	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVIII.—*Continued.*

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Frankfort	19	45	44	39	4	....	1	5	$10 00	.....	$5 00	18	.....	.....
*Fraser	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Freeport	19	36	28	30	14	1	1	16	10 80	$9 00	$9 00	17	12	10
Fremont	19	28	46	30	22	4	2	28	15 00	10 00	10 00	18	14	10
Fruitport	20	28	43	30	4	....	....	4	10 00	.....	.....	.....	15	.....
Gagetown	38	37	40	38	8	....	1	9	10 00	10 00	10 00	.....	14	.....
Gaines	48	34	23	35	.....	.....	.....	.....	12 00	7 50	7 50	.....	.....	.....
Galesburg	17	34	33	25	27	22	6	55	12 60	10 80	7 20	17	13	10
Galien	27	29	38	32	10	2	....	12	13 50	6 75	6 75	18	.....	.....
*Garden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gaylord	13	34	30	26	10	4	3	17	10 00	8 00	6 00	18	.....	.....
**Glenwood	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gobleville	32	37	33	33	32	1	....	33	10 00	7 00	7 00	17	13	9
Grandville	45	31	41	37	29	.....	.....	29	17 50	17 50	17 50	17	14	10
Grant	23	48	70	37	9	.....	.....	.....	10 00	.....	.....	.....	14	.....
Grass Lake	21	68	40	47	29	.....	.....	29	12 00	.....	.....	17	.....	.....
Grayling	15	42	50	37	4	.....	.....	.....	.....	.....	.....	17	13	8
Grosse Point	.....	24	36	31	.....	.....	.....	.....	.....	.....	.....	.....	13	.....
*Grosse Pointe Farms	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
*Grosse Pointe Park	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hamtramck	.....	26	43	34	.....	3	2	5	.....	7 50	7 50	.....	13	10
Hanover	10	20	32	21	24	.....	.....	24	12 00	.....	.....	.....	.....	.....
Harbor Beach	18	26	36	27	10	.....	2	12	11 50	10 00	7 00	.....	.....	.....
Harbor Springs	21	32	35	28	7	5	....	12	9 00	6 75	6 75	17	14	.....
Harrietta	20	30	39	32	....	2	....	2	.....	.....	.....	16	12	7
Hart	17	27	39	26	37	4	....	41	12 00	9 00	6 00	17	.....	.....
Hartford	24	45	44	36	32	12	7	*51	13 50	9 00	4 50	17	.....	.....
Hersey	22	35	36	28	9	.....	.....	9	9 50	9 50	9 50	.....	13	9
Hesperia	21	16	29	19	.....	.....	.....	.....	12 00	8 00	.....	18	11	8
Highland Park	.....	21	38	30	.....	7	7	14	.....	12 00	12 00	.....	15	10
Hillman	38	35	41	38	.....	.....	.....	.....	.....	.....	.....	17	12	9
Holly	20	41	43	35	24	11	2	37	14 00	10 00	10 00	18	14	10.5
Homer	22	24	33	26	27	3	4	34	13 00	10 00	6 50	17.3	14	11.6
Houghton	18	29	30	28	18	..	....	18	50 00	35 00	25 00	18	15	11.3
Howard City	20	32	40	29	15	.....	.....	15	9 50	.....	.....	18	16	11
Howell	22	39	32	30	61	14	3	78	.....	.....	.....	18	14	10
Hubbardston	24	16	34	24	14	1	1	16	9 00	9 00	9 00	18	.....	10
‡Hubbell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Imlay City	22	44	35	32	32	4	1	37	15 00	15 00	12 50	18	14.2	10.5
Iron River	13	27	47	30	8	.....	.....	.....	20 00	15 00	15 00	18.3	14.5	10
Ithaca	24	41	29	34	50	2	1	53	12 50	10 00	10 00	18	14	10
Jerome	15	20	22	19	2	.....	1	3	4 50	.....	.....	19	.....	.....
Jonesville	20	47	64	39	17	10	2	29	10 00	10 00	10 00	17.8	14	10
Kalkaska	17	27	33	26	14	4	...	18	15 00	12 50	10 00	17	13	10.5
Kinde	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kingsley	13	29	85	39	4	.....	.....	4	10 80	.....	.....	16	14	9
Kingston	48	48	43	46	7	2	2	11	10 00	7 50	5 00	16	.....	.....
Laingsburg	16	10	54	21	22	.....	.....	22	12 50	10 00	7 50	.....	12	.....
Lake Ann	.....	30	25	27	.....	5	.....	5	.....	13 50	13 50	.....	.....	.....
Lake City	20	35	45	33	10	3	1	14	12 00	.....	.....	18	14	9
Lake Linden	16	23	32	25	18	.....	.....	18	40 00	.....	40 00	17	13.7	10
Lake Odessa	24	35	34	31	.....	.....	.....	.....	14 25	14 25	9 50	17	14	10
Lakeview	24	40	36	34	44	1	....	45	12 50	7 50	7 50	18	.....	.....
L'Anse	8	24	45	28	3	.....	.....	3	.....	.....	.....	17	14	12
§Laurium	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Not legally graded.
**Report included in Wyandotte.
‡Report included in Lake Linden.
§Report included in Calumet.

TABLE XVIII.—*Continued.*

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
11	1	yes	....	12	....	....	....	....	yes	yes	yes	yes	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2	....	no	....	12	12	....	....	....	....	....	....	....	....	....	yes	....	....
3	1	yes	....	12	32	....	....	11	no	no	no	no	no	yes	yes	no	no
3	....	no	....	10	....	....	....	....	yes	no	no	no	no	no	yes	no	no
6	1	no	....	10	....	....	....	....	....	....	yes	....	....	....	no	no	no
....	1	no	....	10	....	....	....	....	....	....	....	....	....	no	yes	no	no
12	1	no	1–3	12	7	....	....	16	yes	no	no	no	no	yes	yes	no	no
2	1	no	....	12	1	....	....	....	no	no	no	no	no	yes	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2	1	yes	....	12	18	....	....	12	no	no	no	no	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	1	no	....	12	16	....	....	13	no	no	no	no	no	no	yes	no	no
11	1	yes	....	12	10	....	....	8	....	....	....	....	....	....	yes	....	....
3	1	no	....	10	....	....	....	....	....	....	....	....	....	....	yes	....	....
7	1	no	1–2	12	....	....	....	....	yes	yes	yes	yes	no	no	yes	no	no
2	1	no	1–4	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
7	2	no	....	8	....	....	....	....	no	no	no	yes	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
7	1	yes	....	8	....	....	....	....	yes	yes	no	no	no	no	yes	no	no
6	1	no	1–3	12	10	....	....	....	no	no	no	no	no	yes	yes	no	no
5	1	yes	2–3	12	15	....	....	6	yes	no	no	yes	no	no	yes	no	no
10	1	yes	....	12	29	....	....	28	yes	yes	yes	no	no	no	yes	no	no
14	1	....	....	10	8	....	....	....	....	....	....	....	....	yes	yes	yes	no
12	1	yes	....	12	20	....	....	25	yes	yes	....	....	....	....	....	no	no
7	1	no	....	12	13	....	....	19	yes	yes	no	no	no	no	yes	no	....
....	1	no	1–4	12	....	....	....	5	no	no	yes	no	no	yes	yes	no	no
6	....	yes	....	12	7	....	....	....	yes	....	yes	....	....	....	yes	....	....
9	1	yes	1–2	8	....	....	....	....	yes	yes	yes	no	no	....	yes	no	no
2	1	no	1–2	10	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
13	1	no	....	12	55	....	....	23	yes	yes	yes	no	no	no	yes	no	no
8	1	no	1–3	12	19	....	....	17	yes	yes	yes	yes	no	yes	yes	no	no
17	10	yes	....	12	38	....	....	55	yes	yes	yes	yes	yes	yes	yes	no	no
8	1	yes	1–5	12	20	....	....	....	yes	yes	yes	no	no	yes	yes	no	no
24	2	no	1–4	12	....	....	....	....	yes	yes	yes	yes	no	no	yes	no	no
5	1	no	1–5	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
11	1	yes	1–3	12	16	....	....	18	no	no	no	no	no	no	yes	no	no
8	1	yes	....	12	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
14	1	yes	....	12	62	....	....	33	yes	yes	no	no	no	no	yes	no	no
2	....	no	....	12	....	....	....	....	no	no	no	no	no	yes	yes	no	no
10	1	yes	....	12	18	....	....	20	yes	no	no	no	no	....	yes	no	no
5	1	yes	1–4	12	34	....	....	....	yes	yes	no	no	no	yes	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
7	1	no	1–3	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
4	1	no	....	10	....	....	....	....	....	....	yes	....	....	yes	yes	no	no
4	1	no	1–2	12	8	....	....	....	no	no	no	no	no	no	yes	no	no
....	2	no	....	10	....	....	....	....	no	no	yes	no	no	no	yes	yes	no
3	1	no	....	12	....	....	....	....	no	no	no	no	no	yes	yes	no	no
16	6	no	1–3	12	58	...	....	28	yes	yes	no	no	no	yes	yes	no	no
7	....	no	....	12	....	....	....	....	....	yes	....	....	....	....	....	....	....
15	1	yes	....	12	6	....	....	....	no	yes	no	no	no	no	no	no	no
4	6	no	1–4	12	16	....	....	....	no	no	no	no	no	yes	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

TABLE XVIII.—*Continued.*

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Lawrence														
Lawton	27	24	49	32	34	12	4	50	$12 00	$10 00	$8 00	19	14	
Leonard	27	25	41	33	5	3	1	9	10 00	7 50	5 00	14	13	10
Leroy	15	34	40	27	13			13			4 50	17		
Leslie	36	41	44	39	35	17	1	53	16 00	10 00	8 00	19	15	11
Lexington	19	34	28	26	12	2	....	14	10 00	8 00	6 50	18	14	10
*Lincoln														
Linden	20	20	40	27	12	2	3	17	10 00	7 50	7 50	17	12	10
Lisbon		22	24	23	....	1	2	3		10 00	5 00		13	11
Litchfield	31	35	40	34	34	6	3	43	12 00	12 00	9 00	17	15	12
Lowell	22	33	31	28	24	5	4	33	16 00	10 00	7 00	17	14	11
Luther	24	33	36	32					7 50	6 00	3 00	17	14	9
Lyons	14	34	44	29	10	12	....	22	6 00	6 00	6 00	17	14	11
Mackinaw City	28	30	40	33					15 00			18	16	
Mancelona	22	13	4	11	22	2	....	24	12 00	10 00	7 50	17		10
Manchester	23	29	33	28	18	1	....	19	15 00	12 00	10 00	18	14	9
Manton	18	60	40	39	22		....	22	12 00	10 00	10 00	18	14	10
Maple Rapids	15	45	41	29	13	1	....	14	12 00			18		
Marcellus	22	31	39	29	32	8	....	40	11 70	11 70	11 70	18	14	10
Marion	19	38	20	32	4	7	....	11	9 00			16	14	12
*Marlborough														
Marlette	21	43	35	30	29	4	....	33	17 50	10 00	10 00	18	15	10
*Maybee														
Mayville	27	42	40	35	13		1	14	10 00	8 00	6 00	17	14	9
McBride	22	43	43	36	5	1	....	6	9 50			17	14	9
Mecosta	28	51	54	44	7			7						
*Melvin														
Memphis	29	23	51	31					12 50	12 50	10 00	17	15	11
Mendon	22	23	33	22	26	4	2	32	12 60	11 25	11 25	17	13	10.5
*Merrill														
Mesick	9	25	35	23										
Metamora	16	29	24	17	7	1	1	9	15 00	10 00	10 00		14	10
Middleville	15	25	39	28	26	3	5	34	12 00	10 50	9 00	19		
*Mikado														
Milan	31	30	51	34	32	2	....	34	13 50	9 00	9 00	17	14	10
Milford	16	15	72	22	58	8	8	74	14 00	10 00	10 00	17	14	9
Millersburg														
Millington	42	29	62	42	56	1		57	12 00	10 00	10 00	18		
Minden		81	100	60		4	1	5						
Montague	21	29	32	26	13	3	1	17	9 00	4 50	4 50	18	14	10
Montrose	23	88	9	33	33			33	14 00					
Morenci	23	29	38	26	34	1	....	35	14 00	12 50	11 00	17 5	14	9
Morley	32	29	40	33	13			13	7 20			16.5		
Morrice	9	22	30	19	7	4		11	10 00	10 00	7 50	18	15	9
Mt. Morris	27	53	37	33	26	1	....	27	12 50	10 00	10 00	17	12	7
Muir	16	26	19	16	12			12	7 50	5 00	5 00	17		
*Mulliken														
Munising	15	44	82	34								19	14	11
Nashville	15	26	38	25	17	4	1	22	16 00	12 00	12 00	18	14.5	10
*Naubinway														
Newaygo	19	31	40	33	4	4		8	13 00	10 00	7 50	19	14	11
New Baltimore	8	28	34	24	14	2	1	17	10 00	8 00	8 00	17	14.5	10
Newberry	9	22	17	18								18		
*New Boston														
New Buffalo	27	15	35	28	6			6	12 00			17		

*Not legally graded.

TARLE XVIII.—*Continued.*

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
16	1	yes	1-2	12	....	....	....	3	no	no	no	no	no	yes	yes	no	no
1	1	no	....	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
4	1	yes	1-3	12	34	....	....	....	no	no	no	no	no	no	yes	no	no
6	1	no	1-2	12	31	....	....	20	no	no	no	no	no	yes	yes	no	no
5	1	no	....	12	9	....	....	....	no	yes	yes	no	no	no	no	no	no
4	....	no	1-4	11	6	....	....	....	no	no	no	no	no	no	yes	no	no
1	1	no	1-2	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
12	....	yes	1-2	12	....	....	....	....	yes	no	yes	no	no	no	yes	no	no
4	2	yes	....	12	8	....	....	11	no	yes	yes	no	no	yes	yes	no	no
5	1	yes	....	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	....	yes	1-3	12	14	....	....	....	no	no	no	no	no	no	yes	no	no
3	1	no	1-2	10	....	....	....	....	no	no	no	no	no	no	no	no	no
15	3	yes	1-3	12	35	....	....	25	yes	yes	no	no	no	yes	yes	no	no
7	1	no	1-8	12	12	....	....	18	yes	no	yes	no	no	yes	yes*	no	no
8	1	yes	....	12	....	....	....	....	yes	no	no	no	no	no	yes	no	no
11	1	no	1-4	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
10	1	no	....	12	25	....	....	21	no	no	no	no	no	yes	yes	no	no
1	1	yes	....	12	....	....	....	....	no	no	yes	no	no	yes	yes	no	no
8	1	yes	1-3	12	35	....	....	15	no	yes	no	no	no	no	no	no	no
7	1	no	1-2	12	12	....	....	14	no	no	no	no	no	no	yes	no	no
8	1	....	....	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	no	....	10	....	....	....	....	....	....	....	....	....	no	yes	....	....
14	1	no	....	12	24	....	....	....	no	no	no	no	no	no	yes	no	no
7	1	no	....	12	10	....	....	5	no	no	yes	no	no	yes	yes	no	no
....	1	no	....	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	1	no	....	12	....	....	....	....	no	no	yes	no	no	no	no	no	no
4	....	no	....	12	20	....	....	....	yes	no	no	no	no	yes	yes	no	no
8	1	no	1-4	12	18	....	....	8	no	no	no	no	....	no	yes	no	no
17	1	....	....	12	16	....	....	10	yes	yes	no	no	no	no	yes	no	no
24	1	yes	1-2	12	13	....	....	....	no	no	no	no	no	no	yes	no	no
7	1	no	....	8	....	....	....	....	no	no	yes	no	yes	no	no	no	no
5	1	no	1-4	12	....	....	....	15	yes	no	no	no	no	no	yes	no	no
....	1	no	....	12	....	....	....	....	....	....	....	....	....	no	....	no	no
8	1	no	....	12	18	....	....	25	no	no	no	no	no	no	yes	no	no
10	1	no	1-4	10	....	....	....	....	....	....	....	....	....	no	yes	no	no
1	....	no	....	12	10	....	....	....	yes	no	no	no	no	no	no	no	no
3	1	no	....	12	....	....	....	....	yes	yes	....	....	....	yes	yes	no	no
5	1	yes	1 4	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
9	4	yes	1 2	12	45	....	....	22	yes	no	no	yes	yes	no	yes	no	no
9	1	yes	1-3	12	21	....	....	13	no	no	no	no	no	no	yes	no	no
2	1	no	....	12	6	....	....	15	no	no	no	no	no	no	no	no	no
2	1	....	1-8	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
3	....	yes	1-2	12	5	....	....	10	no	yes	yes	no	no	no	yes	no	no
4	....	no	....	12	12	....	....	....	no	no	yes	no	no	yes	yes	no	no

TABLE XVIII.—*Continued.*

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
New Haven	30	48	33	37	....	....	....	....	$9 00	$6 75	$4 50	.....	13	9
North Adams	25	14	22	20	36	1	....	37	13 50	13 50	13 50	18	11	9
North Branch	38	23	44	34	43	4	3	50	15 00	15 00	15 00	17.2	11	8.3
Northport	27	54	34	41	5	8	3	16	10 00	10 00	10 00	19	14.7	10
Northville	20	26	32	25	40	....	....	40	16 00	.....	.....	16	.....	.....
Oakley	.....	21	27	24	....	2	2	4	.....	9 00	.....	.....	.....	.....
Olivet	21	32	28	25	16	5	1	22	12 00	10 00	10 00	18	14	8
Onekama	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Ontonagon	20	46	20	25	....	....	....	....	.....	.....	.....	18	.....	.....
Orion	15	31	23	22	12	4	....	16	10 00	8 00	.....	.....	14	.....
Ortonville	33	37	50	40	20	10	....	30	10 00	10 00	.....	17	14	10
Oscoda	21	41	40	30	....	....	....	....	.....	.....	.....	17	14	11
Otisville	45	34	42	39	25	1	....	26	.....	.....	.....	16.5	13	10
Otsego	23	33	30	27	28	6	1	35	18 00	14 40	14 40	17	14	10
Otter Lake	.....	33	40	36	....	12	6	18	.....	6 00	6 00	.....	.....	.....
Ovid	26	38	25	28	45	5	4	54	15 00	12 00	12 00	18	14	10
*Owendale	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Oxford	22	25	35	27	22	6	2	30	12 00	10 00	10 00	18	14	10
Parma	20	25	102	41	13	4	2	19	12 00	10 50	9 00	17	13	11
Paw Paw	30	40	43	36	65	10	....	75	13 00	.....	.....	18	14	.....
Peck	.....	.....	.....	88	....	....	....	....	.....	.....	.....	.....	.....	.....
Pellston	12	44	43	37	3	....	....	3	13 50	.....	.....	.....	.....	.....
Pentwater	19	35	44	34	....	....	....	....	9 00	6 00	3 00	17	.....	.....
*Perrinton	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Perry	16	29	33	23	15	....	....	15	10 00	.....	.....	18	.....	.....
Petersburg	22	47	28	31	15	4	....	19	14 50	9 00	6 75	17	14	10
Pewamo	22	22	20	21	10	....	....	....	9 00	.....	.....	18	.....	.....
Pierson	.....	45	40	42	....	....	....	....	6 00	.....	.....	.....	15	.....
Pigeon	29	50	50	46	11	....	....	....	15 00	.....	.....	.....	.....	.....
Pinckney	14	18	15	15	14	3	1	18	15 00	12 50	10 00	16.5	12	.....
Pinconning	25	35	60	40	11	....	1	12	10 00	10 00	10 00	18	14	10
Plainwell	18	36	48	31	32	6	....	38	19 00	15 20	11 40	17	.....	.....
Plymouth	23	36	37	32	....	....	....	....	14 00	14 00	8 00	18	14	10
Port Austin	20	37	42	28	1	4	5	10	6 00	5 00	3 00	19	14	11
Port Hope	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Portland	16	28	47	29	36	15	5	56	7 60	5 70	5 70	18	14	10
Port Sanilac	16	28	39	27	6	1	....	7	7 20	.....	.....	.....	13	.....
*Posen	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Potterville	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Quincy	25	24	45	29	48	....	4	52	14 00	10 00	7 50	18	14	12
Reading	22	36	39	29	52	8	1	61	15 00	15 00	12 50	18	15	11
*Redford	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
§Red Jacket	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Reed City	25	34	28	28	26	3	1	30	12 00	12 00	10 00	18	16	10
*Reese	.....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
Richland	15	25	15	14	8	3	1	12	14 40	9 00	9 00	17	13	10
‡Richmond	12	46	33	27	20	....	....	20	15 00	12 50	10 00	17	13	10
River Rouge	8	26	44	26	2	2	....	4	10 00	10 00	10 00	.....	.....	.....
Rochester	23	49	45	35	22	7	4	33	13 00	10 00	8 00	17	14	11
Rockford	19	32	32	28	20	6	3	29	14 00	12 00	10 00	18	14	10
Rogers	13	46	56	37	....	....	....	....	.....	.....	.....	.....	13	10
Romeo	26	23	39	29	47	1	2	50	16 00	13 00	8 00	17.5	14	10
Roscommon	9	30	31	20	....	....	....	....	.....	.....	.....	17	.....	.....
Royal Oak	28	44	47	37	19	5	3	27	12 00	9 00	6 00	19	15	10
St. Charles	11	39	55	41	....	....	....	....	10 00	10 00	10 00	16	.....	.....

*Not legally graded.
§Report included in Calumet.
‡Lenox school district united with this.

TABLE XVIII.—*Continued.*

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
.....	1	no	.....	11	.....	.....	.....	.....	no	no	.....	no	no	yes	yes	no	no
8	1	no	.....	12	32	.....	.....	10	yes	no	yes	no	no	no	no	no	no
4	1	no	.....	12	16	.....	.....	.....	no	no	no	no	no	no	yes	no	no
2	1	no	.....	12	.....	.....	.....	.....	no	no	no	no	no	yes	yes	no	no
10	1	yes	.....	12	20	.....	.....	10	yes	no	no	no	no	no	yes	no	no
.....	1	no	.....	8	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
8	.....	.....	.....	12	38	.....	.....	20	yes	yes	yes	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	no	.....	12	25	.....	.....	10	no	no	no	no	no	yes	yes	no	no
.....	1	no	1-2	12	18	.....	.....	9	no	no	no	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	.....	.....	12	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
2	2	yes	1-2	12	11	.....	.....	.....	no	no	yes	no	no	no	yes	no	no
16	1	no	1-5	10	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	yes	no	no
15	1	yes	2-3	12	49	.....	.....	31	yes	yes	yes	yes	no	yes	yes	no	no
2	1	no	.....	10	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
15	1	yes	1-2	12	54	.....	.....	30	yes	yes	yes	no	no	yes	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	1	no	.....	12	16	.....	.....	28	yes	no	no	no	no	no	yes	no	no
7	1	no	.....	12	.....	.....	.....	.....	yes	yes	yes	no	no	no	yes	no	no
22	1	yes	1-2	12	40	.....	.....	50	yes	yes	yes	no	no	no	yes	no	no
1	.....	no	.....	8	.....	.....	.....	.....	no	no	yes	no	no	no	yes	no	no
.....	1	no	1-2	11	.....	.....	.....	.....	no	no	no	no	no	no	yes	no	no
7	1	yes	.....	12	37	.....	.....	3	no	no	no	no	no	yes	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	yes	1-2	12	10	.....	.....	6	no	no	yes	no	no	no	yes	no	no
2	1	yes	1-4	12	7	.....	.....	23	no	no	no	no	no	no	yes	no	no
.....	1	no	.....	12	12	.....	.....	.....	no	no	yes	no	no	no	yes	no	no
4	1	no	.....	10	.....	.....	.....	.....	no	no	yes	no	no	no	no	no	no
.....	1	no	.....	12	24	.....	.....	5	no	no	yes	no	no	no	yes	no	no
2	1	.....	.....	12	1	.....	.....	7	no	no	no	no	no	yes	yes	no	no
11	1	no	1-2	12	.....	.....	.....	12	no	no	yes	no	no	yes	yes	no	no
11	2	yes	1-2	12	.....	.....	.....	.....	yes	yes	no	no	no	yes	yes	no	no
15	1	yes	.....	12	16	.....	.....	23	yes	yes	no	no	no	no	yes	no	no
3	1	yes	1-4	12	7	.....	.....	13	no	no	no	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	1	no	.....	12	27	.....	.....	21	yes	yes	no	no	yes	no	yes	no	no
4	1	no	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	1	no	.....	12	17	.....	.....	14	yes	yes	yes	no	no	yes	yes	no	no
15	1	no	1-3	12	45	.....	.....	28	no	no	no	no	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	3	yes	.....	13	53	.....	.....	21	yes	yes	yes	yes	no	no	yes	no	no
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	1	no	1-10	12	2	.....	.....	.....	no	no	no	no	no	no	yes	no	no
9	2	no	1-4	12	11	.....	.....	16	no	no	no	no	no	yes	yes	no	no
.....	3	yes	.....	12	19	.....	.....	5	yes	yes	no	no	no	no	yes	no	no
10	1	yes	.....	12	24	.....	.....	9	no	no	no	no	no	no	yes	no	no
6	1	no	.....	12	31	.....	.....	.....	yes	yes	no	no	no	yes	yes	no	no
.....	2	no	1-10	10	.....	.....	.....	.....	no	no	yes	no	no	no	yes	no	no
16	3	no	1-4	12	15	.....	.....	36	no	yes	no	no	no	yes	yes	no	no
3	.....	yes	.....	12	.....	.....	.....	8	no	no	yes	no	no	yes	no	no	no
2	1	yes	.....	12	11	.....	.....	5	yes	yes	no	no	no	no	yes	no	no
5	1	yes	.....	12	5	.....	.....	.....	no	no	no	no	no	no	yes	no	no

TABLE XVIII.—*Concluded.*

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
*St. Clair Heights														
Saline	18	33	26	24	19	8	1	28	$16 00	$13 00	$10 00	17	14	10
Sand Lake														
Saranac	31	44	38	37	36	21	10	67	13 00	10 00	10 00	18	14	8.5
Saugatuck	22	13	44	26	9	....	....	9	12 00	.....	.....	17	14	12
Schoolcraft	15	29	30	22	11	6	4	21	18 00	18 00	14 00	17	.....	.....
Sebewaing	26	32	36	31	2	2	3	7	5 00	5 00	5 00			
Shelby	26	26	41	31	49	2	1	52	12 00	12 00	12 00	18.5	14.5	9
Shepherd	22	32	32	28	18	1	....	19	20 00	15 00	15 00	18	15	10
Sheridan	13	15	44	20	22	....	....	22	10 00	7 50	5 00	.....	.....	.....
Sherman	18	27	43	25	3	2	2	7	10 00	.....	.....	16	14	10
Sherwood	26	25	38	31	....	....	....	....	9 00	.....	.....	18	.....	.....
*Sibley														
South Frankfort	23	30	50	36	3	2	....	5	10 00	7 50	5 00	17	.....	.....
South Lyon	34	34	34	34	30	2	....	32	12 00	12 00	8 00	18	14	11
Sparta	32	34	35	33	17	1	....	18	20 00	12 00	12 00	18	.....	.....
Spring Lake	12	24	32	22	....	....	....	....	10 00	7 50	5 00	16	14	.....
Springport	32	40	38	34	26	14	....	50	10 00	.....	.....	18	14	11
Stambaugh	10	20	33	26	....	....	....	....	.....	.....	.....	18	14	11
Stanwood	28	31	25	28	5	....	....	5	9 00	.....	.....	.....	.....	.....
Stephenson	24	28	51	38	....	....	....	....	.....	.....	.....	.....	15	10
Stevensville	13	33	39	27	....	....	....	....	10 00	6 00	6 00	17	15	11
Stockbridge	27	53	40	37	35	17	4	56	12 50	10 00	7 50	18	14	11
Sunfield	17	32	33	24	....	....	....	....	9 50	9 50	9 50	19	.....	.....
Sutton's Bay	25	33	29	29	3	....	....	3	9 00	.....	.....			
Tecumseh	41	37	31	36	62	12	1	75	16 67	13 33	11 67	18	13	9
Tekonsha	22	40	32	29	16	3	2	21	12 67	11 08	9 50	17	14	11
Thompsonville	32	42	40	24	....	4	....	4	.....	.....	.....	.....	14	.....
Three Oakes	23	28	41	29	20	....	....	20	13 50	11 25	9 00	17	13	7 5
Trenton	21	16	11	14	10	4	6	20	10 00	8 00	6 00	.....	14	.....
Tustin	15	26	47	33	5	....	....	5	.....	.....	.....	16	14	.....
Twining	26	50	45	40	3	....	....	3	7 50	5 00	3 50	17	.....	.....
*Uhlv														
Union City	40	31	16	24	31	9	12	52	15 00	12 00	9 00	19	13	10
Unionville	28	38	37	45	12	1	1	14	10 00	.....	.....	17	14	8
Utica	18	26	28	25	9	6	1	16	13 00	8 00	8 00	18	15	12
Vandalia	24	34	31	28	10	....	....	....	9 00	.....	.....	18	.....	.....
Vanderbilt	6	48	51	39	....	....	....	....	5 00	.....	.....	.....	.....	.....
Vassar	17	34	28	24	36	4	....	40	12 00	10 00	8 00	18	13	9
Vermontville	22	14	14	15	24	3	2	29	13 30	11 40	.....	18	14	11
Vernon	25	37	20	25	....	....	....	....	12 00	12 00	12 00	18	15	11
Vicksburg	20	30	33	28	36	3	....	39	16 00	14 00	14 00	19	15	13
Wakefield	6	25	34	27	....	....	....	....	.....	.....	.....	16	.....	.....
Waldron	21	26	36	25	18	1	....	19	11 25	.....	.....	14	.....	.....
Warren	.....	42	42	42	....	....	....	....	.....	10 00	.....	.....	15	10
Watervliet	22	39	40	34	12	7	3	22	11 25	9 00	6 75	17	13	10
Wayland	46	40	42	43	65	1	1	67	12 00	11 00	.....	18	14	.....
Wayne	43	33	44	35	41	11	3	55	14 00	10 00	8 00	18	12	10
Webberville	23	33	35	30	7	....	....	7	9 00	9 00	9 00	16.5	14.3	11 4
*Westphalia														
White Cloud	26	41	40	34	10	3	1	14	10 00	7 50	7 50	17	.....	.....
Whitehall	34	30	32	32	14	1	1	16	9 50	9 50	9 50	18	13	10
White Pigeon	22	24	32	25	20	6	4	30	15 00	12 00	7 00	.....	.....	.....
Williamston	22	47	30	32	40	6	....	46	14 00	10 00	8 00	17	13	8
Wolverine	14	36	56	35	6	1	2	9	22 00	22 00	22 00	18	14	6
Woodland	45	19	45	36	36	1	1	38	30 00	30 00	25 00	16	12	10
*Woodmere														

* Not legally graded.
† Included in Detroit.

TABLE XVIII.—*Concluded.*

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
7	1	yes	1–4	12	20			16	yes	yes	no	no	no	no	yes	no	no
8	1	no	1–10	12	18				no	no	no	no	no	yes	yes	no	no
22	2	no		11	12			18							yes		
8	1	no	1–4	12	12			10	no	no	no	no	no	no	yes	no	no
5	1	no	1–2	12	15				no	no	no	no	no	yes	yes	no	no
18	1	yes		12	50			15	yes	yes	no	no	no	no	yes	no	no
3	1	yes	1–2	12	7				yes	no	yes	no	no	yes	yes	no	no
3	1	no	1–3	12										yes	yes		
	1	no	1–3	11										yes	yes	no	
1	1	yes		12	4									no	yes	no	no
4	1	yes	1–2	12					no	yes	yes	yes	no	no	yes	no	no
9	1	no	1–5	12	33				no	no	no	no	no	yes	yes	no	no
6	1	yes		12	9			10	yes	yes	no	yes	no	no	yes	no	no
8	1	no		10	4				no	yes	yes	no	no	yes	yes	no	no
6	1	yes	1–3	12	10									yes	yes	no	no
5	1	yes		12	7				yes	yes	no	no	no		yes	no	no
	1	no		10					no	no	yes	no	no	no	yes	no	no
		yes	1–2	11					no	no	yes	no		no	yes	no	no
3	1	yes	1–4	12	14			6	no	no	no	no	no	no	yes	no	no
9	1	yes	1–2	12	12				no	no	no	no	no	yes	yes	no	no
3	1	no		12	10			20	no	no	no	no	no	no	yes	no	no
	1	no	1–5	11					no	no	no	no	no	no	yes	no	no
33	2	no	1–4	12	68			28	yes	yes	yes	no	no	no	yes	no	no
8	1	no		12	14				no	no	no	no	no	no	yes	no	no
	1	no	1–3	10	15				yes	yes	yes	no	no	no	yes	no	no
15	2	no	1–3	12	34			25	yes	no	no	no	no	no	yes	no	no
	1	yes	1–2	12	32				no	yes	yes	no	no	yes	yes	no	no
	1	no		11					no	no	no	no	no	yes	yes	no	no
9	1														yes		
12	1	yes		12					yes	yes	yes	no	no	no	yes	no	no
5	1	no	1–2	12	3									yes	yes		
6	1	no	1–4	12	10				no	no	no	no	no	no	yes	no	no
9	1	no		12					no	yes	yes	yes	no	no	yes	no	no
12	1	no		10							yes			yes		no	no
13	3	no		12	10			15	yes	no	no	no	no	no	yes	no	no
9		no	1–4	12	35			14									
2	1	no		12				7	yes					no	no	no	no
17	1	yes		12	25			15	yes	yes					yes		
3	5	yes		10					yes	yes	yes	no	no	yes	yes	no	no
3	1	no	1–2	12	12				no	no	yes	no	no	no	yes	no	no
	1	no		10					no	no	no	no	no	no	yes	no	no
8	1	no	1–2	12	18				yes	no	no	no	no	yes	yes	no	no
19	1	no		12					no	no	no	no	no	no	yes	no	no
16	1	no		12				33	yes	no	no	no	no	yes	yes	no	no
2	1	no	1–3	10					no	no	no	no	no	yes	yes	no	no
3	1	no	1–2	12	12				yes	yes	yes	no	no	yes	yes	no	no
19	1	no	1–4	12	15			22	yes	no	no	no	no	yes	yes	no	no
6	1	yes	1–3	12	2			4	no	no	no	no	no	no	yes	no	no
8	1	no	1–4	12	23			17	yes	no	yes	no	no	yes	yes	no	no
2	1	yes	2–3	12	2				no					no	yes		
6	1	no		10					no	no	no	no	no	no	yes	no	no

TABLE XIX.

Financial statistics of city schools as reported by superintendents for the year 1907-8.

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Adrian	$1,900 00	$22,604 83	$3,322 01	$27,826 84	$26 66	$7 40	$34 06	$15 53	$7 40	$22 93	$16 38	$7 40	$23 78	$18 06	$7 40	$25 46
Albion	1,700 00	15,178 63	970 00	17,848 63	31 73	11 94	43 67	13 89	11 94	25 83	14 36	11 94	26 30	18 02	11 94	29 96
Allegan	1,700 00	9,564 67	500 00	11,764 67	26 13	25 21	51 34	19 37	25 21	44 58	15 26	25 21	40 47	20 17	25 21	45 38
Alma	1,400 00	7,956 19	500 00	9,856 19	27 88	6 16	34 04	14 03	6 16	20 19	14 01	6 16	20 17	16 34	6 16	22 50
Alpena	1,650 00	23,750 70	.....	25,400 70	27 85	6 03	33 88	14 35	6 03	20 38	12 74	6 03	18 77	14 58	6 03	20 61
Ann Arbor	2,500 00	48,753 37	5,350 00	56,603 37	45 79	9 43	55 22	*17 84	*9 43	*27 27	.....	.....	.....	25 14	9 43	34 57
†Au Gres	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Au Sable	900 00	3,591 62	.....	4,491 62	23 72	5 60	29 32	13 65	5 60	19 25	7 90	5 60	13 50	12 58	5 60	18 18
Bad Axe	800 00	4,750 00	850 00	6,400 00	23 32	7 55	30 87	17 23	7 55	24 78	11 19	7 55	18 74	16 24	7 55	23 79
Battle Creek	2,400 00	57,761 69	3,575 00	63,736 69	33 63	24 28	57 91	19 95	24 28	44 23	13 92	24 28	38 20	18 31	24 28	42 59
Bay City	3,000 00	107,288 89	4,200 00	114,488 89	43 97	13 84	57 81	18 53	13 84	32 37	15 28	13 84	29 12	19 31	13 84	33 15
Beaverton	800 00	1,950 00	.....	2,750 00	38 46	8 72	47 18	12 73	8 72	21 45	10 09	8 72	18 81	14 86	8 72	23 58
Belding	650 00	8,850 00	900 00	10,400 00	33 51	4 69	38 20	15 66	4 69	20 35	13 12	4 69	17 81	15 46	4 69	20 15
Benton Harbor	1,800 00	20,974 25	600 00	23,374 25	27 86	8 50	36 36	15 46	8 50	23 96	14 66	8 50	23 16	17 52	8 50	26 02
Bessemer	1,500 00	16,500 00	650 00	18,650 00	51 25	2 87	54 12	15 77	2 87	18 64	13 74	2 87	16 61	18 36	2 87	21 23
Big Rapids	1,500 00	12,082 00	600 00	14,182 00	38 38	6 35	44 73	22 78	6 35	29 13	10 04	6 35	16 39	17 81	6 35	24 16
Boyne City	1,200 00	10,087 49	.....	11,287 49	46 32	3 34	49 66	19 40	3 34	22 74	6 42	3 34	9 76	14 27	3 34	17 61
Brown City	750 00	1,950 00	.....	2,700 00	20 00	30 73	50 73	12 58	30 73	43 31	8 10	30 73	38 83	12 67	30 73	43 40
Cadillac	1,750 00	23,638 17	575 00	25,963 17	32 03	6 61	38 64	5 65	6 61	12 26	15 49	6 61	22 10	14 42	6 61	21 03
Charlevoix	1,233 39	6,173 17	2,458 81	9,865 37	33 12	7 10	40 22	15 97	7 10	23 07	14 07	7 10	21 17	19 26	7 10	26 36
Charlotte	1,650 00	12,625 00	1,000 00	15,275 00	27 70	5 72	33 42	18 18	5 72	23 90	15 69	5 72	21 41	19 33	5 72	25 05
Cheboygan	1,350 00	14,425 19	750 00	16,525 19	35 84	4 87	40 71	15 32	4 87	20 19	11 07	4 87	15 94	14 67	4 87	19 54
Clare	1,000 00	4,050 00	.....	5,050 00	24 28	3 54	27 82	13 38	3 54	16 92	9 64	3 54	13 18	13 72	3 54	17 26
Coldwater	1,500 00	17,230 00	1,125 00	19,855 00	30 83	9 77	40 60	13 49	9 77	23 26	16 66	9 77	26 43	18 44	9 77	28 21
Coleman	750 00	2,850 00	.....	3,600 00	23 75	4 00	27 75	11 73	4 00	15 73	6 01	4 00	10 01	10 74	4 00	14 74
Corunna	1,000 00	5,350 00	.....	6,350 00	33 88	7 35	41 23	18 46	7 35	25 81	12 69	7 35	20 04	18 24	7 35	25 59
Croswell	1,000 00	3,922 50	.....	4,922 50	31 22	17 08	48 30	14 91	17 08	31 99	12 09	17 08	29 17	16 69	17 08	33 77
Crystal Falls	1,650 00	14,747 19	2,825 00	19,222 19	45 91	31 49	77 40	16 14	31 49	47 63	16 34	31 49	47 83	18 95	31 49	50 44
Detroit	6,000 00	1,143,059 78	27,119 61	1,176,179 39	51 86	8 03	59 89	30 42	8 03	38 45	27 38	8 03	35 41	27 34	8 03	35 37
Dowagiac	1,600 00	12,598 00	600 00	14,798 00	34 71	28 41	63 12	16 12	28 41	44 53	10 41	28 41	39 82	15 79	28 41	44 20

East Lansing																	
East Tawas	850 00	4,400 00		5,250 00	36 11	3 14	39 25	11 70	3 14	14 84	11 35	3 14	14 49	14 66	3 14	17 80	
Eaton Rapids	1,300 00	5,225 00	950 00	7,475 00	27 36	9 28	36 64	19 75	9 28	29 03	20 72	9 28	30 00	22 24	9 28	31 52	
Escanaba	2,300 00	32,735 97	1,300 00	36,335 97	34 47	4 43	38 90	16 08	4 43	20 51	12 51	4 43	16 94	17 14	4 43	21 57	
Flint	2,000 00	42,783 79	2,380 00	47,163 79	34 26	8 65	42 91	23 42	8 65	32 07	10 91	8 65	19 56	17 81	8 65	26 46	
Fowlerville																	
Gladstone	1,300 00	9,232 50		10,532 50	29 28	7 13	36 41	11 88	7 13	19 01	9 79	7 13	16 92	12 51	7 13	19 64	
Gladwin	800 00	2,400 00		3,200 00	27 06	6 86	33 94	10 54	6 86	17 40	8 75	6 86	15 01	12 80	6 86	19 66	
Grand Haven	1,400 00	14,760 00	450 00	16,610 00	28 18	5 91	34 09	15 65	5 91	21 56	12 30	5 91	18 21	15 81	5 91	21 72	
Grand Ledge	1,240 00	6,373 00	750 00	8,363 00	30 10	8 35	38 45	14 17	8 35	22 52	13 48	8 35	21 83	17 03	8 35	25 38	
Grand Rapids	3,500 00	319,038 71	‡20962 75	343,501 46	41 64	9 91	51 55	30 36	9 91	40 27	23 30	9 91	33 21	24 66	9 91	34 58	
Greenville	1,400 00	9,650 00	800 00	11,850 00	28 18	6 89	35 07	14 93	6 89	21 82	14 95	6 89	21 84	17 30	6 89	24 19	
Hancock	2,266 66	17,383 34	500 00	20,150 00	45 77	8 98	54 75	15 04	8 98	24 02	14 33	8 98	23 31	18 84	8 98	27 82	
Harrison	600 00	1,215 00		1,815 00	18 75	3 42	22 17	8 80	3 42	12 22	12 65	3 42	16 07	12 78	3 42	16 20	
Harrisville	620 00	1,161 00		1,791 00	31 50	4 77	36 27	7 50	4 77	12 27	10 80	4 77	15 57	12 43	4 77	17 20	
Hastings	1,500 00	11,700 00	1,300 00	14,500 00	28 82	5 85	34 67	18 86	5 85	24 71	18 10	5 85	23 95	20 97	5 85	26 82	
Hillsdale	1,500 00	13,011 02	2,000 00	16,511 02	27 88	8 36	36 24	16 76	8 36	25 12	14 56	8 36	22 92	18 64	8 36	27 00	
Holland	1,800 00	22,052 93	1,043 38	24,896 31	33 87	5 42	39 29	13 47	5 43	18 90	12 57	5 43	18 00	14 58	5 53	20 01	
Hudson	1,100 00	7,454 00		8,554 00	25 16	9 59	34 75	14 54	9 59	24 13	20 60	9 59	30 19	20 12	9 59	29 71	
Ionia	1,400 00	16,081 00	930 00	18,411 00	65 65	9 84	75 49	22 28	9 84	32 12	14 38	9 84	24 22	23 36	9 84	33 20	
Iron Mountain	3,200 00	35,546 00	3,949 00	42,695 00	36 61	6 65	43 26	20 76	6 65	27 41	13 93	6 65	20 58	17 78	6 65	24 43	
Ironwood	2,200 00	34,143 00	6,100 00	42,443 00	47 53	12 13	59 66	18 15	12 13	30 28	18 13	12 13	30 26	20 87	12 13	33 00	
Ishpeming	3,000 00	37,105 00	6,100 00	46,205 00	38 94	6 16	45 10	12 83	6 16	18 99	12 90	6 16	19 06	16 26	6 16	22 42	
Jackson																	
Kalamazoo	2,800 00	84,917 73	20,946 86	108,664 59	47 74	18 53	66 27	21 04	18 53	39 57	12 12	18 53	30 65	21 28	18 53	39 81	
Lansing	2,000 00	53,825 50	1,350 00	57,175 50	37 44	6 57	44 01	17 72	6 57	24 29	13 75	6 57	20 32	17 85	6 57	24 42	
Lapeer	1,300 00	8,915 00	600 00	10,815 00	39 63	8 18	47 81	18 78	8 18	26 96	17 17	8 18	25 35	23 56	8 16	31 61	
Ludington	1,800 00	16,608 00	2,597 50	21,005 50	30 07	10 07	40 14	17 95	10 07	28 02	15 11	10 07	25 18	17 72	10 07	27 79	
Mackinac Island	900 00	1,656 00		2,556 00	32 14	5 25	37 39	13 97	5 25	19 22	10 71	5 25	15 96	19 81	5 25	25 06	
Manistee	2,000 00	38,343 46	3,890 51	44,233 97	40 20	9 75	49 95	23 53	9 75	33 28	17 92	9 75	27 67	22 41	9 75	32 16	
Manistique	1,800 00	16,366 00	600 00	18,766 00	58 71	12 52	71 23	26 25	12 52	38 77	11 53	12 52	24 05	22 47	12 52	34 99	
Marine City	1,250 00	7,290 00	500 00	9,040 00	52 90	1 28	54 18	15 62	1 28	16 90	11 27	1 28	12 55	16 74	1 28	18 02	
Marquette	2,250 00	34,805 00	5,225 00	42,280 00	55 30	17 26	72 56	21 27	17 26	38 53	19 06	17 26	36 32	23 02	17 26	40 88	
Marshall	1,300 00	11,950 00	1,200 00	14,450 00	29 65	5 80	35 45	17 02	5 80	22 82	16 41	5 80	22 21	20 50	5 80	26 30	
Mason																	
McBain	675 00	1,620 00	405 00	2,700 00	43 20	2 35	45 55	7 64	2 35	9 99	9 64	2 35	11 99	13 23	2 35	15 58	
Menominee	2,400 00	32,991 20	2,707 50	38,098 70	30 31	8 09	38 40	18 27	8 09	26 36	14 82	8 09	22 91	17 56	8 09	25 65	
Midland	850 00	7,125 79		7,975 79	22 92	5 63	28 55	13 32	5 63	18 95	11 42	5 63	17 05	14 21	5 63	19 84	
Monroe	1,800 00	10,065 88	1,325 00	13,190 88	39 16	9 54	48 70	16 65	9 54	26 19	14 22	9 54	23 76	18 30	9 54	27 84	
Mt. Clemens	1,700 00	16,613 00	1,000 00	19,313 00	48 34	7 88	56 22	13 51	7 88	21 39	16 90	7 88	24 78	19 02	7 88	26 90	
Mt. Pleasant	1,250 00	7,415 00	1,484 95	10,149 95	33 64	14 89	48 53	21 53	14 89	36 42	13 18	14 89	28 07	22 85	14 89	37 74	

* Includes grammar and primary departments.
† Not legally graded.
‡ Evening and vacation school salaries included.

TABLE XIX.—*Continued.*

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Muskegon	$2,800 00	$63,913 67	$4,750 00	$71,463 67	$34 90	$10 02	$44 92	$18 64	$10 02	$28 66	$17 42	$10 02	$27 44	$20 59	$10 02	$30 61
Muskegon Heights	950 00	3,357 00	.....	4,207 00	70 05	9 58	79 63	15 61	9 58	25 19	12 73	9 58	22 31	17 45	9 58	27 03
Negaunee	1,900 00	20,300 00	1,100 00	23,300 00	51 95	7 58	59 53	17 69	7 58	25 27	13 01	7 58	20 59	18 44	7 58	26 02
Niles	1,600 00	12,330 00	617 50	14,547 50	32 26	4 28	36 54	12 68	4 28	16 96	12 88	4 28	17 16	15 65	4 28	19 93
North Muskegon	500 00	400 00	.....	900 00	.....	.....	.....	12 53	9 54	22 07	11 29	9 54	20 83	11 95	9 54	21 49
Norway	1,800 00	16,729 04	649 80	19,178 84	41 88	20 15	62 03	17 60	20 15	37 75	15 86	20 15	36 01	18 31	20 15	38 46
Omer	600 00	1,050 00	.....	1,650 00	20 00	3 75	23 75	11 60	3 75	15 35	10 00	3 75	13 75	12 61	3 75	16 36
Onaway	1,200 00	5,950 00	.....	7,150 00	76 22	19 13	95 35	13 67	19 13	32 80	10 58	19 13	29 71	14 68	19 13	33 81
Owosso	1,800 00	23,850 00	1,800 00	27,450 00	34 59	9 27	43 86	18 22	9 27	27 49	15 17	9 27	24 44	18 77	9 27	28 04
Petoskey	1,475 00	16,050 00	850 00	18,175 00	56 96	11 22	68 18	15 30	11 22	26 52	16 37	11 22	27 59	21 87	11 22	33 09
Pontiac	1,700 00	30,542 43	2,700 00	34,942 43	38 21	2 20	40 41	16 52	2 20	18 72	16 46	2 20	18 66	19 60	2 20	21 80
Port Huron	2,000 00	42,416 80	1,225 00	45,641 80	34 37	5 09	39 46	15 58	5 09	20 67	11 52	5 09	16 61	15 35	.5 09	20 44
Rose City	617 50	1,330 00	.....	1,947 50	23 75	4 27	28 02	10 07	4 27	14 34	9 71	4 27	12 18	10 52	4 27	14 79
Saginaw	2,600 00	98,134 37	6,850 00	107,584 37	52 92	12 27	65 19	22 84	12 27	35 11	21 19	12 27	33 46	27 53	12 27	39 80
Saginaw, W. S	2,100 00	41,999 19	4,650 00	48,749 19	40 92	27 07	67 99	19 25	27 07	46 32	15 21	27 07	42 28	19 53	27 07	46 60
St. Clair	1,300 00	6,245 00	500 00	8,045 00	28 00	10 28	38 28	16 88	10 28	27 16	15 26	10 28	25 54	18 47	10 28	28 75
St. Ignace	1,000 00	5,895 00	.....	6,895 00	40 08	8 71	48 79	73 77	8 71	82 48	13 39	8 71	22 10	19 87	8 71	28 58
St. Johns	1,500 00	10,768 23	775 00	13,043 23	29 76	6 66	36 42	12 21	.6 66	18 87	14 39	6 66	21 05	18 58	6 66	25 24
St. Joseph	1,750 00	16,352 26	1,105 00	19,207 26	51 10	5 07	56 17	5 53	5 07	10 60	20 80	5 07	25 87	18 66	5 07	23 73
St. Louis	1,200 00	5,550 00	.....	6,750 00	37 85	14 31	52 16	10 86	14 31	25 17	9 67	14 31	23 98	14 33	14 31	28 64
Sandusky	750 00	2,027 00	.....	2,777 00	27 48	5 47	32 95	9 72	5 47	15 19	8 86	5 47	14 33	12 22	5 47	17 69
Sault Ste. Marie	2,500 00	33,430 00	3,050 00	38,980 00	36 21	10 38	46 59	20 17	10 38	30 55	15 00	10 38	25 38	19 23	10 38	29 61
South Haven	1,400 00	13,315 00	600 00	15,315 00	34 19	4 43	38 62	24 81	4 43	29 24	11 09	4 43	15 52	20 25	4 43	24 68
Standish	400 00	3,479 00	.....	3,879 00	49 73	4 10	53 83	11 59	4 10	15 69	12 32	4 10	16 42	15 21	4 10	19 31
Scottville	181 67	2,771 25	475 00	3,427 92	22 91	4 07	26 98	13 91	4 07	17 98	10 37	4 07	14 44	14 77	4 07	18 84
Stanton	750 00	2,933 75	250 00	3,933 75	26 06	4 63	30 69	13 92	4 63	18 55	11 16	4 63	15 79	15 19	4 63	19 82
Sturgis	1,200 00	6,721 25	427 50	8,348 75	25 41	6 65	32 06	15 99	6 65	22 64	11 08	6 65	17 73	15 01	6 65	21 66

Tawas City	875 00	2,450 00	.....	3,325 00	26 62	5 78	32 40	10 78	5 78	16 56	12 07	5 78	17 85	14 14	5 78	19 92
Three Rivers	1,400 00	15,453 25	655 00	17,518 25	45 95	7 74	53 69	16 36	7 74	24 10	15 37	7 74	23 11	20 83	7 74	28 57
Traverse City	2,000 00	30,221 45	1,003 40	33,224 85	25 17	7 92	33 09	16 27	7 92	24 19	13 27	7 92	21 19	16 29	7 92	24 21
West Branch	900 00	4,232 50	.....	5,132 50	22 82	5 77	28 59	6 77	5 77	12 54	7 35	5 77	13 12	9 68	5 77	15 45
Whittemore	600 00	700 00		1,300 00	.....	.....	.....	15 83	7 11	22 94	7 00	7 11	14 11	11 81	7 11	18 92
Wyandotte	1,300 00	15,409 25	925 00	17,634 25	51 57	11 17	62 74	27 51	11 17	38 68	17 99	11 17	29 16	22 75	11 17	33 92
Yale	900 00	4,015 00	.....	4,915 00	28 95	10 85	39 80	18 22	10 85	29 07	12 10	10 85	22 95	17 24	10 85	28 09
Ypsilanti	2,122 00	15,710 00	1,975 00	19,817 00	32 13	8 36	40 49	16 92	8 36	25 28	19 05	8 36	27 41	21 75	8 36	30 11
Zeeland	800 00	4,355 00	500 00	5,655 00	24 41	3 10	27 51	10 07	3 00	13 07	10 11	3 00	13 11	10 22	3 00	13 22

TABLE XIX.—*Continued.*

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Addison	$750 00	$1,440 00	.....	$2,190 00	$26 08	$8 51	$34 59	$11 25	$8 51	$19 76	$8 62	$8 51	$17 13	$14 50	$8 51	$23 01
Alanson	540 00	1,485 00	.....	2,025 00	25 71	4 10	29 81	7 96	4 10	12 06	7 57	4 10	11 67	9 55	4 10	13 65
Algonac	950 00	3,652 50	.....	4,602 50	32 67	6 23	38 90	14 41	6 23	20 64	9 78	6 23	16 01	13 69	6 23	19 92
Almont	800 00	1,500 00	$950 00	3,250 00	37 16	8 01	45 17	15 19	8 01	23 26	14 53	8 01	22 54	20 83	8 01	28 84
Applegate	450 00	210 00	.....	660 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Armada	891 86	1,931 56	.....	2,823 42	22 04	4 23	26 27	14 24	4 23	18 47	9 50	4 23	13 81	14 93	4 23	19 16
Ashley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Athens	720 00	1,570 00	.....	2,290 00	23 02	2 74	25 76	8 09	2 74	10 83	11 00	2 74	13 74	13 08	2 74	15 82
*Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	600 00	300 00	.....	900 00	.....	.....	.....	15 38	3 46	18 84	6 00	3 46	9 46	10 11	3 46	13 57
Augusta	775 00	2,055 00	.....	2,830 00	31 22	12 91	44 13	19 02	12 91	31 93	10 32	12 91	23 23	20 35	12 91	33 26
Baldwin	750 00	700 00	.....	1,450 00	107 14	3 73	110 87	7 29	3 73	11 02	3 97	3 73	7 70	10 13	3 73	13 86
Bancroft	835 12	1,700 00	120 00	2,655 12	69 75	17 02	86 77	17 49	17 02	34 51	20 82	17 02	37 84	29 50	17 02	46 52
Bangor	1,000 00	4,726 50	505 00	6,231 51	30 89	5 40	36 29	12 23	5 40	17 63	11 10	5 40	16 50	17 06	5 40	22 46
Baraga	1,200 00	3,150 00	.....	4,350 00	79 16	3 70	82 86	11 33	3 70	15 03	10 88	3 70	14 58	16 11	3 70	19 81
Baroda	560 00	940 00	.....	1,500 00	24 34	3 01	27 35	8 00	3 01	11 01	7 38	3 01	10 39	10 20	3 01	13 21
Barryton	665 00	760 00	.....	1,425 00	19 55	8 14	27 69	9 50	8 14	17 64	5 42	8 14	13 56	9 89	8 14	18 03
Bear Lake	700 00	1,125 00	.....	1,825 00	20 58	6 70	27 28	12 14	6 70	18 84	6 10	6 70	12 80	1 69	6 70	18 39
Bellaire	1,000 00	3,330 00	382 50	4,712 50	44 20	2 83	47 03	10 82	2 83	13 65	12 02	2 83	14 85	16 71	2 83	19 54
Belleville	675 00	1,350 00	.....	2,025 00	22 50	3 52	26 02	13 63	3 52	17 15	15 25	3 52	18 77	16 59	3 52	20 11
Bellevue	1,200 00	2,687 50	617 50	4,505 00	38 09	5 75	43 84	15 21	5 75	20 96	10 07	5 75	15 82	18 92	5 75	24 67
Bensonia	693 00	1,845 00	.....	2,538 00	51 00	2 68	53 68	6 64	2 68	9 32	12 02	2 68	14 70	14 67	2 68	17 35
Berrien Springs	720 00	1,845 00	440 00	3,005 00	28 12	2 81	30 93	9 18	2 81	11 99	7 25	2 81	10 06	11 00	2 81	13 81
Birmingham	1,200 00	4,725 00	680 00	6,605 00	31 50	8 61	40 11	4 37	8 61	12 98	68 26	8 61	76 87	17 11	8 61	25 72
Blissfield No. 1 fr	400 00	750 00	.....	1,150 00	.....	.....	.....	10 71	6 11	16 82	8 59	6 11	14 70	9 58	6 11	15 70
Blissfield No. 2 fr	1,000 00	2,725 00	.....	3,725 00	27 73	6 23	33 96	13 69	6 23	19 92	9 31	6 23	15 54	15 54	6 23	21 77
Bloomingdale	630 00	1,305 00	.....	1,935 00	24 16	4 87	29 03	12 00	4 87	16 87	7 71	4 87	12 58	16 26	4 87	21 13
Boardman	716 00	1,692 75	.....	2,408 75	14 43	4 18	18 64	16 04	4 18	21 22	9 99	4 18	14 17	13 23	4 18	17 41
Boyne Falls	532 50	1,103 09	.....	1,635 59	24 65	7 82	32 47	14 98	7 82	22 80	7 49	7 82	15 31	13 29	7 82	21 11

Breedsville	540 00	342 00	.....	882 00	.....	.....	.....	18 00	1 66	19 66	10 36	1 66	12 02	14 00	1 66	15 66
Brighton	900 00	1,700 00	.....	2,600 00	28 88	6 16	35 04	10 00	6 16	16 16	13 20	6 16	19 36	16 45	6 16	22 61
Britton	600 00	760 00	.....	1,360 00	17 33	5 82	23 15	16 15	5 82	21 97	9 76	5 82	15 58	13 73	5 82	19 55
Bronson	855 00	3,040 00	.....	3,895 00	27 84	8 67	36 51	15 64	8 67	24 31	17 27	8 67	25 94	19 67	8 67	28 34
Brooklyn	850 00	1,275 50	.....	2,125 50	19 34	7 58	26 92	6 30	7 58	13 88	26 61	7 58	34 19	14 55	7 58	22 13
Burlington	447 50	720 00	.....	1,167 50	15 97	4 07	20 04	18 00	4 07	22 07	17 47	4 07	21 54	16 92	4 07	20 99
Buchanan	1,200 00	5,134 75	.....	6,334 75	34 02	3 95	37 97	20 16	3 95	23 11	14 04	3 95	17 99	20 50	3 95	24 45
Buckley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burr Oak	849 97	2,237 50	.....	3,087 47	24 55	7 19	31 74	15 96	7 19	23 15	18 59	7 19	25 78	20 04	7 19	27 23
Byron	700 00	850 00	.....	1,550 00	17 81	4 98	22 79	11 95	4 98	16 93	11 95	4 98	16 93	13 83	4 98	18 81
Caledonia	750 00	1,055 00	.....	1,805 00	12 50	8 02	20 52	10 96	8 02	18 98	12 12	8 02	20 14	11 87	8 02	19 89
Calumet	3,500 00	115,164 73	4,450 00	123,114 73	50 69	9 26	60 05	29 12	9 36	38 48	12 83	9 36	22 19	20 66	9 36	30 02
Camden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Capac	850 00	1,800 00	.....	2,650 00	25 00	15 72	40 72	15 00	15 72	30 72	11 84	15 72	27 56	16 77	15 72	32 49
Caro	1,200 00	6,155 00	450 00	7,805 00	30 04	9 62	39 66	12 91	9 62	22 53	11 55	9 62	21 17	16 12	9 62	25 74
Caseville	750 00	1,190 00	.....	1,940 00	41 66	6 08	47 74	13 63	6 08	19 71	8 31	6 08	14 39	13 85	6 08	19 93
Carson City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	650 00	1,150 00	.....	1,800 00	21 87	4 94	26 81	10 25	4 94	15 19	7 00	4 94	11 94	13 13	4 94	18 07
Casnovia	585 00	1,260 00	.....	1,845 00	45 00	10 50	55 50	12 11	10 50	42 61	5 62	10 50	16 12	16 92	10 50	27 42
Cass City	1,000 00	4,780 00	.....	5,780 00	27 05	5 35	32 40	12 31	5 35	17 66	18 77	5 35	24 12	18 64	5 35	23 99
Cassopolis	1,100 00	3,735 00	.....	4,835 00	47 46	6 95	54 41	15 33	6 95	22 28	14 03	6 95	20 98	21 78	6 95	28 73
Cedar Springs	1,000 00	2,603 00	522 50	4,125 50	27 38	7 28	34 66	26 95	7 28	34 23	11 20	7 28	18 48	20 22	7 28	27 50
Central Lake	1,100 00	2,946 25	725 00	4,771 25	40 25	2 87	43 12	19 31	2 87	22 18	15 76	2 87	18 63	19 91	2 87	22 78
Centerville	842 92	1,845 00	.....	2,687 92	14 14	5 63	19 77	14 67	5 63	20 30	11 25	5 63	16 88	19 06	5 63	24 69
Chelsea	1,200 00	5,650 00	500 00	7,350 00	27 29	13 75	41 04	13 82	13 75	27 57	14 88	13 75	28 63	18 60	13 75	32 35
Chesaning	1,100 00	4,207 00	.....	5,307 00	56 49	6 58	63 07	13 77	6 58	20 35	11 70	6 58	18 28	22 02	6 58	28 60
Clarkston	875 00	1,300 00	.....	2,175 00	35 73	8 80	44 53	12 45	8 80	21 25	12 12	8 80	20 92	19 07	8 80	27 87
Clayton	720 00	585 00	.....	1,305 00	21 81	3 23	24 04	11 25	3 23	14 48	8 18	3 23	11 41	13 80	3 23	17 03
*Clifford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Climax	540 00	1,170 00	.....	1,710 00	12 85	5 33	18 18	8 21	5 33	23 54	9 64	5 33	14 97	13 57	5 33	18 90
Clinton	900 00	2,460 50	.....	3,360 50	26 73	9 29	36 02	11 28	9 29	20 57	12 05	9 29	21 34	16 55	9 29	25 84
Clio	850 00	2,150 00	300 00	3,300 00	30 14	6 18	36 32	18 39	6 18	24 57	18 39	6 18	24 57	17 46	6 18	23 64
Coloma	720 00	2,250 00	.....	2,970 00	20 93	4 60	25 53	8 31	4 60	12 81	18 51	4 60	23 11	14 34	4 60	18 94
Colon	765 00	2,295 00	.....	3,060 00	25 20	9 87	35 06	24 54	9 87	34 41	8 47	9 87	18 34	17 09	9 87	26 96
Columbiaville	900 00	1,300 00	400 00	2,600 00	43 90	13 82	57 72	14 81	13 82	28 63	12 90	13 82	26 72	26 26	13 82	40 08
Concord	800 00	1,710 00	207 75	2,717 75	36 43	6 18	42 61	18 77	6 18	24 95	17 84	6 18	24 02	23 42	6 18	29 60
Constantine	1,000 00	3,127 50	.....	4,127 50	29 67	5 02	34 69	16 43	5 02	21 45	7 45	5 02	12 47	16 06	5 02	21 08
Coopersville	700 00	1,520 00	.....	2,220 00	15 24	4 06	19 30	8 94	4 06	13 00	9 50	4 06	13 56	11 44	4 06	15 50
Copemish	479 00	675 00	.....	1,154 00	13 42	3 92	17 34	8 78	3 92	12 70	4 92	3 92	8 84	8 24	3 92	12 16
*Croton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Custer	405 00	720 00	.....	1,125 00	13 06	6 76	19 82	18 00	6 76	24 76	11 61	6 76	18 37	13 71	6 76	20 47
*Daggett	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dansville	650 00	1,850 00	.....	2,500 00	80 95	5 26	86 21	11 42	5 26	16 68	13 33	5 26	18 59	29 07	5 20	34 33
Davison	700 00	1,950 00	.....	2,650 00	20 58	6 65	27 23	5 59	6 65	12 24	14 06	6 65	20 71	14 64	6 65	21 29
Dearborn	800 00	2,487 50	100 00	3,387 50	43 99	5 82	49 81	14 27	5 82	20 09	9 09	5 82	14 91	14 85	5 82	20 67

* Not legally graded.

TABLE XIX.—*Continued.*

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Decatur	$1,000 00	$3,563 75		$4,563 75	$24 94	$7 14	32 08	$14 67	$7 14	$21 81	$10 03	$7 14	$17 17	$14 26	$7 14	$21 40
Deckerville	750 00	1,200 00		1,950 00	25 00	43 67	68 67	12 90	43 67	56 57	8 60	43 67	52 27	12 66	43 67	56 33
Deerfield	630 00	1,440 00		2,070 00	25 38	2 66	28 04	12 85	2 66	15 51	13 50	2 66	16 16	13 98	2 66	16 64
Delray																
Detour	800 00	2,380 00		3,180 00	40 00	7 36	47 36	16 53	7 36	23 89	7 98	7 36	15 34	13 36	7 36	20 72
Dexter	900 00	2,587 50	$135 00	3,622 50	21 08	5 56	26 64	11 87	5 56	17 43	13 02	5 56	18 58	15 61	5 56	21 17
Douglas	675 00	1,215 00		1,890 00	77 13	15 17	92 30	15 57	15 17	30 74	7 94	15 17	23 41	20 76	15 17	35 93
Dryden	700 00	750 00		1,450 00	20 00	3 34	23 34	8 97	3 34	12 31	8 00	3 34	11 34	11 69	3 34	15 03
Dundee	810 00	2,558 67		3,368 67	30 60	4 88	35 48	11 64	4 88	16 52	13 59	4 88	18 47	17 27	4 88	22 15
Durand	1,100 00	5,414 00	200 00	6,714 00	46 75	12 26	59 01	10 50	12 26	22 76	17 18	12 26	29 44	19 12	12 26	31 38
*Eagle																
East Grand Rapids	500 00	900 00		1,400 00	21 73	21 88	43 61	13 63	21 88	35 51	13 63	21 88	35 51	15 73	21 88	37 61
East Jordan	1,136 54	6,682 73	473 15	8,292 42	39 83	10 14	49 97	16 97	10 14	27 11	10 81	10 14	20 95	17 71	10 14	27 85
Eau Claire	630 00	1,147 50		1,777 50	25 20	8 18	33 38	15 00	8 18	23 18	11 21	8 18	19 39	16 15	8 18	24 33
Ecorse	750 00	1,700 00		2,450 00	92 85	8 16	101 01	10 78	8 16	18 94	7 45	8 16	15 61	14 16	8 16	22 32
Edmore	750 00	1,586 50		2,336 50	30 00	3 97	33 97	8 56	3 97	12 53	11 53	3 97	15 50	12 56	3 97	16 53
Elk Rapids	1,372 22	6,484 99		7,857 21	27 18	9 11	36 29	12 84	9 11	21 95	23 18	9 11	32 29	16 61	9 11	25 72
Elkton	1,000 00	1,900 00		2,900 00	25 48	4 94	30 42	9 00	4 94	13 94	7 68	4 94	12 62	11 83	4 94	16 77
Elsie	665 00	1,817 50		2,482 50	24 25	10 09	34 34	14 11	10 09	24 20	8 98	10 09	19 07	14 68	10 09	24 77
*Emmet																
Empire																
Essexville	800 00	1,700 00		2,500 00				25 00	14 06	39 06	14 47	14 06	29 53	18 93	14 06	32 99
Evart	550 00	5,350 00		5,900 00	29 47	10 74	40 21	15 77	10 74	26 53	12 27	10 74	23 01	16 29	10 74	27 03
Fair Grove	600 00	1,050 00		1,650 00	31 57	3 42	34 99	8 53	3 42	11 95	8 97	3 42	12 39	11 23	3 42	14 65
†Fairview																
Farmington	700 00	1,450 00		2,150 00	68 14	32 09	100 23	19 97	32 09	52 06	10 51	32 09	42 60	24 15	32 09	56 24
Farwell	720 00	$1,809 00		2,529 00	35 15	65 00	100 15	9 31	65 00	74 31	9 81	65 00	74 81	14 20	65 00	79 20
Fenville	900 00	1,635 00		2,535 00	24 10	3 46	27 56	10 17	3 46	13 46	10 07	3 46	13 51	14 49	3 46	17 95
Fenton	1,400 00	8,070 00	400 00	9,870 00	30 22	8 06	38 28	13 81	8 06	21 87	13 14	8 06	21 20	18 13	8 06	26 19
Fife Lake	630 00	756 00		1,386 00	20 32	5 09	25 41	13 03	5 09	18 12	9 69	5 09	14 78	14 02	5 09	19 11
Flushing																
Ford	1,350 00	2,225 00	300 00	3,875 00				21 25	8 77	20 02	13 14	8 77	21 91	18 45	8 77	27 22

Forestville																
*Fowler																
Fowlerville	900 00	2,875 00		3,775 00	25 83	4 79	30 62	16 81	4 79	21 60	15 88	4 79	10 67	19 66	4 79	24 45
*Frankenmuth																
Freeport	675 00	1,448 00		2,123 00	26 28	3 22	29 50	11 25	3 22	14 47	11 25	3 22	14 47	15 96	3 22	19 18
Frankfort	1,200 00	5,612 75	450 00	7,262 75	36 47	5 00	41 47	12 73	5 00	17 73	9 40	5 00	14 40	13 15	5 00	18 15
*Fraser																
Fremont	900 00	5,055 00		5,955 00	33 13	5 62	38 75	15 89	5 62	21 51	9 33	5 62	14 95	16 05	5 62	21 67
Fruitport	700 00	800 00	46 50	1,546 50	35 77	20 75	56 52	13 05	20 75	33 80	10 82	20 75	31 57	16 99	20 75	37 74
Gagetown	675 00	650 00		1,325 00	17 76	10 17	27 93	9 45	10 17	19 62	7 50	10 17	17 67	11 52	10 17	21 69
Gaines	675 00	700 00		1,375 00	14 06	4 29	18 35	10 29	4 29	14 58	15 21	4 29	19 50	13 09	4 29	17 38
Galesburg	850 00	1,908 00	77 50	2,835 50	16 56	3 44	20 00	10 38	3 44	13 82	12 35	3 44	15 79	18 65	3 44	22 09
Galien	775 00	1,147 50		1,922 50	23 48	3 64	27 12	14 90	3 64	18 54	10 25	3 64	13 89	15 13	3 64	18 77
*Garden																
Gaylord	1,200 00	4,975 00		6,175 00	63 09	5 53	68 62	13 25	5 53	18 78	14 08	5 53	19 61	19 23	5 53	24 76
**Glenwood																
Gobleville	930 50	1,456 88		2,387 38	21 51	4 40	25 91	10 23	4 40	14 63	11 53	4 40	15 93	14 46	4 40	18 86
Grandville	900 00	2,275 00		3,175 00	20 00	8 45	28 45	11 97	8 45	20 42	9 89	8 45	18 34	12 21	8 45	20 66
Grant	550 00	630 00		1,180 00	23 91	3 40	27 31	6 56	3 40	9 96	4 50	3 40	7 90	8 36	3 40	11 76
Grass Lake	900 00	2,075 00	416 25	3,391 25	35 44	7 13	42 57	7 35	7 13	14 48	10 00	7 13	17 13	16 38	7 13	23 51
Grayling	1,050 00	4,850 00		5,950 00	46 02	2 44	48 46	11 60	2 44	14 04	9 88	2 44	12 32	14 44	2 44	16 88
Grosse Pointe	600 00	2,700 00		3,300 00				23 95	32 58	56 53	14 22	32 58	46 80	21 01	32 58	53 59
*Grosse Pointe Farms																
*Grosse Pointe Park																
Hamtramck	1,080 00	5,153 75	66 00	6,299 75				20 49	14 88	43 49	7 98	14 88	20 63	12 70	14 88	27 58
Hanover	650 00	1,575 00		2,225 00	52 50	7 60	60 10	20 00	7 60	27 60	11 93	7 60	19 53	21 19	7 60	28 79
Harbor Beach	1,500 00	3,475 00		4,975 00	53 88	10 08	63 96	19 23	10 08	29 31	7 14	10 08	17 22	18 42	10 08	25 50
Harbor Springs	1,200 00	6,093 50		7,293 50	38 33	8 50	46 83	18 89	8 50	27 39	10 91	8 50	19 41	18 00	8 50	26 50
Harrietta	540 00	1,035 00		1,575 00	27 00	4 94	31 94	12 00	4 94	16 94	4 61	4 94	9 55	12 30	4 94	17 24
Hart	1,400 00	5,717 50	450 00	7,567 50	37 05	9 53	46 58	20 49	9 53	30 02	12 93	9 53	22 46	21 62	9 53	31 15
Hartford	1,100 00	3,200 00	450 00	4,750 00	32 79	6 42	39 21	11 18	6 42	17 60	11 47	6 42	17 89	16 32	6 42	22 74
Hersey	650 00	1,130 00		1,780 00	24 16	4 10	28 26	12 09	4 10	16 19	10 16	4 10	14 26	15 89	4 10	19 99
Hesperia	630 00	1,507 50		2,137 50	15 00	6 29	21 29	11 92	6 29	18 21	24 82	6 29	31 11	15 83	6 29	22 12
Highland Park	1,200 00	4,825 00	48 00	6,073 00				26 31	9 56	35 87	13 55	9 56	13 11	22 50	9 56	32 07
Hillman	550 00	700 00		1,250 00	14 47	6 41	20 88	10 00	6 41	16 41	8 54	6 41	14 95	10 96	6 41	17 37
Holly	1,000 00	3,244 00	400 00	4,644 00	33 32	4 28	37 60	9 66	4 28	13 94	11 04	4 28	15 32	14 74	4 28	19 02
Homer	900 00	4,075 00		4,975 00	30 32	11 24	41 56	10 41	11 24	21 65	26 51	11 24	37 75	23 91	11 24	35 15
Houghton	2,000 00	29,192 28	1,500 00	32,692 28	48 11	21 45	69 56	22 90	21 45	44 35	17 22	21 45	38 67	22 43	21 45	43 88
Howard City	1,000 00	3,473 75	213 75	4,687 50	30 28	5 20	35 48	18 95	5 20	24 15	11 08	5 20	16 28	17 62	5 20	22 82
Howell	1,400 00	6,633 00	382 00	8,415 00	33 97	3 27	36 24	9 08	3 27	12 35	11 67	3 27	14 94	16 46	3 27	19 73
Hubbardston	585 00	720 00		1,305 00	24 37	14 02	38 39	22 50	14 02	36 52	10 58	14 02	24 60	17 63	14 02	31 65
¶Hubbell																
Imlay City	1,000 00	2,950 00		3,950 00	29 54	22 43	51 97	8 98	22 43	31 41	11 21	22 43	33 64	15 07	22 43	37 50

* Not legally graded.
** Report included in Wyandotte.
¶ Report included in Lake Linden.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Iron River	$1,200 00	$6,575 00	$400 00	$8,175 00	$52 46	$27 54	$80 00	$21 86	$27 54	$49 40	$12 53	$27 54	$40 07	$20 48	$27 54	$48 02
Ithaca	1,100 00	5,475 00	500 00	7,075 00	24 56	44 27	68 83	11 65	44 27	55 92	11 73	44 27	56 00	10 63	44 27	54 90
Jerome	500 00	585 00	.....	1,085 00	33 33	36 64	69 97	15 75	36 64	52 39	12 27	36 64	48 91	19 03	36 64	55 67
Jonesville	1,000 00	2,650 00	850 00	4,500 00	33 73	5 94	39 67	14 42	5 94	20 36	9 80	5 94	15 74	16 18	5 94	22 12
Kalkaska	900 00	4,108 34	250 00	5,258 34	35 92	3 73	39 65	17 50	3 73	21 23	7 22	3 73	10 95	14 77	3 73	18 50
*Kinde	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kingsley	800 00	1,170 00	.....	1,970 00	61 54	6 56	68 10	13 96	6 56	20 52	4 23	6 56	10 79	12 62	6 56	19 18
Kingston	550 00	600 00	.....	1,150 00	11 45	8 82	20 27	6 25	8 82	15 07	6 97	8 82	15 79	8 27	8 82	17 07
Laingsburg	625 00	1,615 00	.....	2,240 00	18 50	19 80	38 30	54 98	19 80	74 78	9 80	19 80	29 60	21 33	19 80	41 13
Lake Ann	540 00	360 00	240 00	1,140 00	.....	.....	.....	18 00	6 89	24 89	24 00	6 89	30 89	20 00	6 89	26 89
Lake City	675 00	2,385 00	.....	3,060 00	29 25	5 70	34 95	11 16	5 70	16 86	8 00	5 70	13 70	13 02	5 70	18 72
Lake Linden	1,700 00	15,415 00	1,278 63	18,393 92	49 38	2 42	51 80	34 52	2 42	36 92	18 45	2 42	20 87	28 03	2 42	30 43
Lake Odessa	900 00	3,729 99	75 00	4,704 99	27 78	7 81	35 59	12 01	7 81	21 82	11 13	7 81	18 94	15 40	7 81	23 21
Lakeview	1,200 00	2,945 00	.....	4,145 00	25 21	4 20	29 41	11 93	4 20	16 13	10 06	4 20	14 26	15 23	4 20	19 44
L'Anse	1,200 00	6,646 25	.....	7,846 25	76 16	8 74	84 90	28 35	8 74	37 09	10 69	8 74	19 43	19 81	8 74	28 55
†Laurium	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawrence	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawton	800 00	2,349 50	.....	3,149 50	20 18	5 19	25 37	15 78	5 19	20 97	8 26	5 19	13 45	14 06	5 19	19 25
Leonard	600 00	700 00	.....	1,300 00	18 18	4 06	22 24	13 46	4 06	17 52	8 53	4 06	12 59	13 00	4 06	17 06
LeRoy	675 00	1,620 00	.....	2,295 00	34 12	4 38	38 50	12 14	4 38	16 52	10 45	4 38	14 83	16 51	4 38	20 89
Leslie	1,100 00	2,100 00	.....	3,200 00	22 39	4 01	26 40	10 37	4 01	14 38	9 78	4 01	13 79	13 08	4 01	17 09
Lexington	789 47	1,773 68	.....	2,563 15	33 24	5 93	39 17	13 23	5 93	19 16	14 91	5 93	20 84	19 87	5 93	25 80
*Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Linden	650 00	1,450 00	.....	2,100 00	26 20	5 85	32 05	18 85	5 85	24 70	8 97	5 85	14 82	15 10	5 85	20 95
Lisbon	630 00	360 00	.....	990 00	.....	.....	.....	28 63	6 32	34 95	15 00	6 32	21 32	21 52	6 32	27 84
Litchfield	900 00	1,710 00	.....	2,610 00	21 42	7 17	28 59	11 57	7 17	18 74	11 25	7 17	18 42	15 08	7 17	22 25
Lowell	1,000 00	4,695 00	.....	5,695 00	31 30	7 88	39 18	10 43	7 88	18 31	10 30	7 88	18 18	14 52	7 88	22 40
Luther	700 00	1,468 75	.....	2,168 75	29 17	6 05	35 22	11 34	6 05	17 39	9 84	6 05	15 89	13 31	6 05	19 36
Lyons	765 00	2,272 50	.....	3,037 50	67 63	4 23	71 86	10 33	4 23	14 56	9 20	4 23	13 43	20 80	4 23	25 03
Mackinaw City	850 00	1,327 25	.....	2,177 50	32 85	7 78	40 63	16 04	7 78	23 82	11 75	7 78	19 53	15 61	7 78	23 39
Mancelona	2,177 50	6,895 00	450 00	9,522 50	50 71	9 60	60 31	41 95	9 60	51 55	108 17	9 60	117 77	57 71	9 60	67 31
Manchester	1,000 00	3,310 00	225 00	4,535 00	28 10	5 16	33 26	11 46	5 16	16 62	17 14	5 16	22 30	17 64	5 16	20 30

Manton	900 00	3,497 50	.....	4,397 50	28 88	11 78	40 66	6 00	11 78	17 78	9 00	11 78	20 78	11 10	11 78	22 88
Maple Rapids	800 00	1,350 00	.....	2,150 00	41 11	4 71	45 82	9 62	4 71	14 33	11 78	4 71	16 49	18 53	4 71	23 24
Marcellus	844 90	2,610 00	.....	3,454 90	26 45	7 99	34 44	13 71	7 99	21 70	11 47	7 99	19 46	16 85	7 99	24 84
Marion	810 00	2,610 00	.....	3,420 00	42 63	4 55	47 18	11 84	4 55	16 39	10 70	4 55	15 25	13 25	4 55	17 80
*Marlborough																
Marlette	850 00	4,250 00	.....	5,100 00	30 40	5 45	35 85	12 61	5 45	18 06	12 19	5 45	17 64	16 77	5 45	22 22
*Maybee																
Mayville	750 00	1,684 30	.....	2,434 30	23 14	3 19	26 33	10 71	3 19	13 90	9 06	3 19	12 25	13 75	3 19	16 94
McBride	650 00	712 50	.....	1,362 50	29 54	3 61	33 15	8 63	3 61	12 24	7 73	3 61	11 34	12 50	3 61	16 11
Mecosta	585 00	675 00	.....	1,260 00	20 89	2 51	23 40	7 05	2 51	9 56	5 83	2 51	8 34	9 47	2 51	11 98
*Melvin																
Memphis	800 00	1,400 00	450 00	2,650 00	22 03	5 12	27 75	9 57	5 12	14 69	17 64	5 12	22 76	16 94	5 12	22 06
Mendon	1,000 00	2,309 00	.....	3,309 00	33 84	17 14	50 98	15 73	17 14	32 87	11 13	17 14	28 29	19 93	17 14	37 07
*Merrill																
Mesick	540 00	1,080 00	.....	1,620 00	88 88	13 51	102 39	14 40	13 51	27 91	10 28	13 51	23 79	23 47	13 51	36 98
Metamora	650 00	1,225 00	.....	1,875 00	67 18	8 91	76 09	13 99	8 91	22 90	16 66	8 91	25 57	27 17	8 91	36 08
Middleville	1,000 00	2,600 00	200 00	3,800 00	44 50	7 73	52 23	18 16	7 73	25 89	11 96	7 73	19 69	22 09	7 73	29 82
*Mikado																
Milan	855 00	2,847 00	.....	3,702 00	20 83	8 71	29 54	11 84	8 71	20 55	6 84	8 71	15 55	11 60	8 71	20 31
Milford	1,000 00	2,630 00	.....	3,630 00	41 97	7 74	49 71	18 42	7 74	26 16	8 82	7 74	16 56	20 59	7 74	28 24
Millersburg																
Millington	1,000 00	1,640 00	.....	2,640 00	17 26	5 26	22 52	12 87	5 26	18 13	6 83	5 26	12 09	12 39	5 26	17 65
Minden	675 00	675 00	.....	1,350 00	.....	.....	.....	12 77	2 71	15 48	3 15	2 71	5 86	7 45	2 71	10 16
Montague	950 00	2,407 50	.....	3,357 50	39 79	11 65	51 44	14 24	11 65	25 89	12 84	11 65	24 49	17 95	11 65	29 60
Montrose	600 00	1,150 00	.....	1,750 00	26 08	3 54	29 62	4 54	3 54	8 08	39 47	3 54	43 01	11 92	3 54	15 46
Morenci	1,167 00	2,862 00	.....	4,029 00	29 35	6 20	25 55	12 12	6 20	18 32	8 93	6 20	15 13	14 97	6 20	21 17
Morley	495 00	720 00	.....	1,215 00	15 46	3 53	18 99	15 86	3 53	19 39	9 00	3 53	12 53	11 03	3 53	14 56
Morrice	800 00	1,050 00	100 00	1,950 00	40 94	22 93	63 87	19 03	22 93	41 96	14 07	22 93	37 00	20 31	22 93	43 24
Mt. Morris	850 00	1,150 00	200 00	2,200 00	25 30	8 76	34 06	7 86	8 76	16 62	11 26	8 76	10 02	15 27	8 76	24 03
Muir	540 00	945 00	31 00	1,516 00	35 68	10 45	46 13	12 11	10 45	22 56	16 57	10 45	27 02	18 95	10 45	29 40
*Mulliken																
Munising	1,400 00	9,600 00	700 00	11,000 00	39 65	4 01	43 66	8 67	4 01	12 68	14 80	4 01	18 81	15 85	4 01	19 86
Nashville	1,000 00	3,700 00	.....	4,700 00	39 36	19 94	59 30	13 39	19 94	33 33	11 81	19 94	31 75	18 65	19 94	38 59
*Naubinway																
Newaygo	900 00	3,800 00	.....	4,700 00	32 69	4 13	36 82	5 45	4 13	8 38	14 81	4 13	17 94	14 50	4 13	18 63
New Baltimore	1,000 00	2,787 50	.....	3,787 50	63 48	16 44	79 92	17 60	16 44	34 04	11 75	16 44	28 19	21 56	16 44	38 00
Newberry	1,250 00	9,752 50	.....	11,002 50	51 85	5 54	57 39	24 63	5 54	30 17	20 09	5 54	25 63	26 70	5 54	32 24
*New Boston																
New Buffalo	720 00	1,125 00	.....	1,845 00	26 66	6 54	33 20	27 00	6 54	33 54	10 13	6 54	16 67	16 18	6 54	22 72
New Haven	630 00	765 00	.....	1,395 00	20 32	3 99	24 31	9 00	3 99	12 99	8 39	3 99	12 38	11 72	3 99	15 71
North Adams	800 00	1,962 50	.....	2,762 50	21 68	92 43	114 11	29 44	92 43	101 87	17 13	92 43	109 56	22 64	92 43	115 07
North Branch	800 00	2,000 00	.....	2,800 00	18 08	4 10	22 18	17 39	4 10	21 49	7 86	4 10	11 96	13 52	4 10	17 62
Northport	700 00	1,530 00	.....	2,230 00	25 90	4 53	30 43	5 78	4 53	10 31	13 04	4 53	17 57	10 87	4 53	15 40

*Not legally graded.
§ Report included in Calumet.

TABLE XIX.—*Continued.*

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Northville	$1,100 00	$4,850 00	$250 00	$6,200 00	$34 57	$3 89	$38 46	$15 54	$3 89	$19 43	$12 00	$3 89	$25 89	$18 50	$3 89	$24 39
Oakley	675 00			675 00				21 42	25 13	46 55	8 33	25 13	33 46	14 06	25 13	39 19
Olivet	1,100 00	2,625 00	150 00	3,875 00	32 79	4 99	37 78	15 49	4 99	20 48	16 66	4 99	21 65	7 21	4 99	12 20
Onekama																
Ontonagon	1,500 00	11,440 00		12,940 00	39 71	9 41	49 12	18 67	9 41	28 08	20 26	9 41	29 67	36 44	9 41	45 85
Orion	650 00	1,950 00		2,600 00	39 51	13 49	53 00	6 88	13 49	20 37	22 32	13 49	35 81	18 97	13 49	32 46
Ortonville	675 00	670 00		1,345 00	20 45	4 68	25 13	9 46	4 68	14 14	6 40	4 68	11 08	11 20	4 68	15 88
Oscoda	800 00	2,245 00		3,045 00	30 75	4 64	45 39	9 83	4 64	14 47	7 74	4 64	12 38	12 38	4 64	17 02
Otisville	650 00	700 00		1,350 00	14 44	2 64	17 08	11 29	2 64	13 93	8 33	2 64	10 97	11 44	2 64	14 08
Otsego	1,299 96	6,648 81	80 00	8,028 77	29 68	7 79	37 47	13 20	7 79	20 99	13 35	7 79	21 14	17 01	7 79	24 80
Otter Lake	475 00	332 50		807 50	14 39	9 08	23 47				8 31	9 08	17 39	11 06	9 08	20 14
Ovid	900 00	3,645 00	120 00	4,665 00	21 83	6 57	28 40	11 71	6 57	18 28	15 90	6 57	22 47	16 54	6 57	23 11
*Owendale																
Oxford	850 00	3,600 00		4,450 00	31 32	7 25	38 57	18 03	7 25	25 28	11 44	7 25	18 69	18 38	7 25	25 63
Parma	1,000 00	1,625 00	170 00	2,795 00	33 63	5 86	39 49	21 48	5 86	27 34	8 94	5 86	14 80	16 13	5 86	21 99
Paw Paw	1,300 00	4,032 50	570 00	5,932 50	21 57	7 52	29 09	14 28	7 52	21 80	15 48	7 52	23 00	17 39	7 52	24 91
Peck	600 00			600 00				5 88	3 42	9 30	8 10	3 42	11 52	6 81	3 42	10 23
Pellston	765 00	2,371 50		3,136 50	39 68	2 17	41 85	9 20	2 17	11 37	7 88	2 17	10 05	10 97	2 17	13 14
Pentwater	800 00	2,152 50	360 00	3,212 50	24 22	6 33	30 55	9 88	6 33	16 21	10 57	6 33	16 90	13 11	6 33	19 44
*Perrinton																
Perry	800 00	2,105 00		2,905 00	37 03	4 52	41 55	11 92	4 52	16 44	11 27	4 52	15 79	15 78	4 52	20 30
Petersburg	600 00	1,701 00		2,301 00	22 33	3 46	25 79	7 11	3 46	10 57	10 68	3 46	14 14	12 04	3 46	15 50
Pewamo	630 00	360 00	324 00	1,314 00	28 63	18 61	47 24	16 36	18 61	34 97	16 20	18 61	34 81	20 53	18 61	39 14
Pierson	472 50	315 00		787 50				10 50	1 32	11 82	40 00	7 87	9 19	9 26	1 32	10 58
Pigeon	750 00	1,421 00		2,171 00	37 93	2 92	40 85	9 36	2 92	12 28	2 84	2 92	5 76	94 80	2 92	97 72
Pinckney	800 00	1,650 00		2,450 00	46 55	9 20	55 75	22 22	9 20	31 42	22 58	9 20	31 78	31 41	9 20	40 61
Pinconning	750 00	2,100 00		2,850 00	25 00	9 23	34 23	11 42	9 23	20 65	6 66	9 23	15 89	11 87	9 23	21 10
Plainwell	1,000 00	3,182 50	128 00	4,310 50	31 14	6 24	37 38	16 98	6 24	23 22	6 52	6 24	12 76	15 01	6 24	21 25
Plymouth	1,200 00	5,220 00	250 00	6,670 00	29 21	8 45	37 66	12 98	8 45	21 43	12 56	8 45	21 01	16 03	8 45	24 48

Port Austin	750 00	2,250 00		3,000 00	58 33	7 12	65 45	11 05	7 12	18 17	12 69	7 12	19 78	17 54	7 12	24 66
Port Hope																
Portland	1,000 00	5,315 00	15 00	6,330 00	26 54	3 59	30 13	14 88	3 59	18 47	7 43	3 59	11 02	16 57	3 59	20 16
Port Sanilac	540 00	612 00		1,152 00	33 75	3 45	37 20	12 21	3 45	15 66	6 92	3 45	10 37	13 85	3 45	17 30
*Posen																
Potterville																
Quincy	1,050 00	2,950 00	350 00	4,350 00	23 21	8 60	31 81	22 13	8 60	30 73	11 12	8 60	19 72	18 31	8 60	26 91
Reading	1,200 00	3,055 00	262 00	4,517 00	29 11	4 20	33 31	13 55	4 20	17 75	12 38	4 20	16 58	18 97	4 20	23 17
*Redford																
§Red Jacket																
Reed City	1,250 00	5,870 00	740 00	7,860 00	39 62	3 95	43 57	13 61	3 95	17 56	14 90	3 95	18 85	19 79	3 95	23 74
*Reese																
Richland	675 00	1,125 00		1,800 00	36 00	7 52	43 52	14 40	7 52	21 92	24 00	7 52	31 52	25 71	7 52	33 23
‡Richmond	1,000 00	3,235 64		4,235 64	54 50	5 72	60 22	11 00	5 72	16 72	13 29	5 72	19 01	19 43	5 72	25 15
River Rouge	1,200 00	12,185 14	973 50	14,358 64	79 43	7 17	86 60	26 67	7 17	33 84	12 72	7 17	19 92	19 64	7 17	26 81
Rochester	900 00	2,740 00		3,640 00	29 74	6 92	36 66	8 46	6 92	15 38	8 07	6 92	14 99	12 68	6 92	19 60
Rockford	850 00	1,956 50		2,806 50	34 21	13 87	48 08	12 21	13 87	26 08	11 50	13 87	25 37	17 00	13 87	30 87
Rogers	540 00	1,350 00		1,890 00	20 00	6 65	26 65	10 86	6 65	17 51	7 52	6 65	14 17	10 16	6 65	16 81
Romeo	1,500 00	4,025 00	350 00	5,875 00	25 00	12 44	37 64	20 00	12 44	32 44	15 03	12 44	27 47	19 72	12 44	32 16
Roscommon	725 00	1,260 00		1,985 00	59 47	7 79	67 26	13 50	7 79	21 29	14 51	7 79	22 30	24 81	7 79	32 60
Royal Oak	1,800 00	1,780 00	67 20	3,647 20	22 91	7 75	30 66	9 43	7 75	17 18	8 51	7 75	16 26	12 15	7 75	19 90
St. Charles	1,000 00	3,744 50		4,744 50	67 50	7 97	75 47	11 27	7 97	19 24	7 54	7 97	15 51	11 51	7 97	19 48
*St. Clair Heights																
Saline	1,000 00	2,625 00		3,625 00	35 75	8 69	44 44	14 56	8 69	23 25	17 19	8 69	25 88	21 57	8 69	30 26
Sand Lake																
Saranac	800 00	2,138 00		2,938 00	21 37	4 93	26 30	9 23	4 93	14 16	10 38	4 93	15 31	12 94	4 93	17 87
Saugatuck	900 00	1,887 67		2,787 67	29 65	6 02	35 67	28 24	6 02	34 26	8 08	6 02	14 10	17 42	6 02	23 44
Schoolcraft	1,000 00	2,592 00		3,592 00	44 76	7 55	52 31	14 91	7 55	22 46	13 11	7 55	21 66	22 45	7 55	30 00
Sebewaing	900 00	2,530 00		3,430 00	28 54	8 96	37 50	6 92	8 96	15 88	14 63	8 96	23 59	15 38	8 96	24 34
Shelby	1,100 00	3,800 00	380 00	5,280 00	23 38	3 56	26 94	18 76	3 56	22 32	11 55	3 56	15 11	17 03	3 56	20 59
Shepherd	700 00	2,160 00		2,860 00	24 55	15 02	40 17	11 54	15 62	27 16	11 41	15 62	27 03	14 15	15 62	29 77
Sheridan	630 00	1,012 50		1,642 50	34 90	7 13	42 03	12 25	7 13	19 38	8 35	7 13	15 48	16 42	7 13	23 55
Sherman	675 00	1,215 00		1,890 00	37 50	6 27	43 77	14 21	6 27	20 48	9 37	6 27	15 64	14 76	6 27	21 03
Sherwood	540 00	1,145 09		1,685 09	20 76	2 83	23 59	17 00	2 83	19 83	9 47	2 83	12 30	13 26	2 83	16 09
*Sibley																
South Frankfort	700 00	1,600 00	350 00	2,650 00	33 47	4 75	38 22	15 66	4 75	20 41	9 40	4 75	14 15	14 48	4 75	19 23

*Not legally graded.
§Report included in Calamet.
‡Lenox school district united with this.

TABLE XIX.—*Concluded.*

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
South Lyon	$825 00	$1,540 00	.....	$2,365 00	$17 95	$5 36	$23 31	$12 52	$5 36	$17 88	$11 15	$5 36	$16 51	$13 91	$5 36	$19 27
Sparta	950 00	3,175 00	$450 00	4,575 00	23 80	9 42	33 22	15 03	9 42	24 45	14 17	9 42	23 59	16 75	9 42	26 17
Spring Lake	760 00	1,520 00	.....	2,280 00	56 29	6 35	62 64	8 79	6 35	15 14	18 18	6 35	24 53	18 24	6 35	24 59
Springport	700 00	1,650 00	.....	2,350 00	17 81	3 76	21 57	11 45	3 76	15 21	11 29	3 76	15 05	13 51	3 76	17 27
Stambaugh	1,200 00	8,745 00	1,245 00	11,190 00	99 80	10 16	109 96	28 00	10 16	38 16	17 31	10 16	27 47	24 86	10 16	35 02
Stanwood	540 00	585 00	.....	1,035 00	16 07	10 66	26 73	10 16	10 66	20 82	10 80	10 66	21 46	12 32	10 66	22 98
Stephenson	675 00	1,872 00	.....	2,547 00	28 12	21 99	50 11	13 17	21 99	34 16	7 41	21 99	29 40	10 93	21 99	32 92
Stevensville	560 00	1,400 00	.....	1,960 00	34 61	6 29	40 90	10 30	6 29	16 59	9 23	6 29	15 52	14 30	6 29	20 59
Stockbridge	700 00	1,700 00	.....	2,400 00	17 58	3 32	20 90	6 75	3 32	10 07	13 97	3 32	17 29	12 24	3 32	15 56
Sunfield	570 00	1,264 25	.....	1,834 25	29 33	4 82	34 15	12 92	4 82	17 74	12 81	4 82	17 63	18 52	4 82	23 34
Sutton's Bay	650 00	723 50	.....	1,353 50	25 20	9 67	34 87	10 96	9 67	20 63	12 47	9 67	22 14	15 55	9 67	25 22
Tecumseh	1,250 00	6,125 00	450 00	7,825 00	16 78	6 86	23 64	17 28	6 86	24 14	18 66	6 86	25 52	17 66	6 86	24 52
Tekonsha	788 50	1,706 25	.....	2,494 25	29 39	5 17	34 56	11 69	5 17	16 86	13 09	5 17	18 26	17 20	5 17	22 37
Thompsonville	720 00	2,205 00	.....	2,925 00	17 57	4 43	22 00	8 57	4 43	13 00	9 00	4 43	13 43	17 41	4 43	21 84
Three Oaks	1,200 00	3,622 50	144 00	4,966 50	30 91	9 88	40 79	15 33	9 88	25 21	11 61	9 88	21 49	16 83	9 88	26 71
Trenton	900 00	3,800 00	.....	4,700 00	36 84	16 40	53 24	29 37	16 40	45 77	40 21	16 40	56 61	35 33	16 40	51 73
Tustin	585 00	1,125 00	.....	1,710 00	39 00	3 89	42 89	15·60	3 89	19 49	7 65	3 89	11 54	12 66	3 89	16 55
Twining	700 00	900 00	.....	1,600 00	26 92	5 58	32 50	9 00	5 58	14 58	10 00	5 58	15 58	13 22	5 58	18 80
Ubly	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union City	1,100 00	5,325 00	360 00	6,785 00	19 95	2 99	22 94	20 34	2 99	23 33	30 71	2 99	33 70	23 00	2 99	25 99
Unionville	650 00	1,100 00	.....	1,750 00	23 21	4 89	28 10	9 36	4 89	14 75	9 45	4 89	14 34	12 41	4 89	17 30
Utica	900 00	1,700 00	.....	2 600 00	20 74	136 73	177 47	10 97	136 73	147 70	14 91	136 73	151 64	20 80	136 73	157 53
Vandalia	720 00	1,170 00	.....	1,890 00	24 37	7 26	31 63	10 58	7 26	17 84	11 61	7 26	18 87	16 72	7 26	23 98
Vanderbilt	600 00	1,300 00	.....	1,900 00	100 00	5 14	105 14	10 41	5 14	15 55	7 84	5 14	12 98	12 17	5 14	17 31
Vassar	1,100 00	4,765 00	180 00	6,045 00	27 72	6 90	34 62	16 05	6 90	22 95	16 00	6 90	22 90	18 83	6 90	25 73
Vermontville	850 00	2,382 50	.....	3,232 50	38 88	9 79	47 67	28 12	9 79	37 91	25 51	9 79	35 30	35 13	9 79	44 92
Vernon	880 00	925 00	100 00	1,905 00	39 20	8 77	47 97	16 89	8 77	25 66	7 50	8 77	16 27	18 67	8 77	27 44
Vicksburg	900 00	2,947 50	360 00	4,207 50	32 37	3 13	35 50	16 75	3 13	19 88	10 68	3 13	13 81	16 50	3 13	19 63

Wakefield	1,000 00	8,445 00	.....	9,445 00	122 44	41 79	184 23	20 44	41 79	62 23	13 39	41 79	55 18	18 05	41 79	59 84
Waldron	600 00	1,635 00	.....	1,635 00	22 05	7 42	29 47	14 03	7 42	21 45	11 38	7 42	18 80	16 18	7 42	23 60
Warren	.....	787 50	.....	787 50	.....	.....	.....	10 71	1 00	11 71	8 03	1 00	9 03	9 37	1 00	10 37
Watervliet	1,817 00	1,700 50	.....	3,547 50	38 73	5 90	44 63	9 50	5 90	15 40	9 50	3 90	14 90	14 59	5 90	20 49
Wayland	720 00	1,501 25	.....	2,221 25	12 60	4 82	17 42	9 40	4 82	14 22	8 03	4 82	12 85	10 28	4 82	15 10
Wayne	1,100 00	3,845 00	200 00	5,145 00	21 89	5 26	27 15	15 74	5 26	21 00	12 71	5 26	17 97	16 12	5 26	21 38
Webberville	650 00	720 00	.....	1,370 00	28 26	4 04	32 30	10 90	4 04	14 94	10 28	4 04	14 32	15 05	4 04	19 09
*Westphalia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Cloud	675 00	1,422 00	90 00	2,187 00	24 37	4 26	28 63	5 30	4 26	9 56	9 59	4 26	13 85	10 77	4 26	15 03
Whitehall	950 00	3,681 00	111 00	4,742 00	21 86	4 86	26 72	13 85	4 86	18 71	11 97	4 86	16 83	14 81	4 86	19 67
White Pigeon	900 00	2,295 00	.....	3,195 00	28 20	3 98	32 18	14 06	3 98	18 04	11 07	3 98	15 05	17 15	3 98	21 73
Williamston	1,000 00	3,600 00	250 00	4,850 00	28 79	11 19	39 98	10 62	11 19	21 81	15 32	11 19	26 51	10 32	11 19	21 51
Wolverine	712 50	2,397 50	.....	3,110 00	42 41	5 26	47 67	12 53	5 26	17 79	9 10	5 26	14 36	14 66	5 26	19 92
Woodland	585 00	720 00	.....	1,305 00	13 00	3 24	16 24	18 94	3 24	22 18	8 00	3 24	11 24	11 97	3 24	15 21
***Woodmere	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Not legally graded.
***Included in Detroit.

TABLE XX.—*Special report of the*

Incorporated cities.	No. of teachers in school including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in music.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in physical training.	How many of your teachers of music, drawing and kindergarten are qualified according to Act No. 24 of 1905?	How many other special teachers are holders of certificates other than city certificates?
Adrian	52	6	1	.....	1	1	.....	1	1	3	2
Albion	31	2	.....	.....	1	1	.....	.....	.....	2	.....
Allegan	22	1	.....	.....	.5	.5	.....	.....	.....	1	.....
Alma	21	3	.5	.....	.5	.5	1	.....	.....	2	1
Alpena	52	4	.....	.5	.5	1	.....	.....	2	.....	.....
Ann Arbor	86	9	2	.....	1	1	.....	2	2	.....	.....
AuGres	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
AuSable	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bad Axe	14	2	.....	.....	.5	.5	1	.....	.....	2	.....
Battle Creek	122	7	3	.....	1	2	.....	.....	.....	.....	.....
Bay City	210	19	2	1	1	1	8	4	.....	10	.....
Beaverton	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Belding	21	4	.....	.5	.5	.5	2	.5	.....	3	.....
Benton Harbor	.....	1	.....	.4	.3	.3	.....	.....	.....	.....	1
Bessemer	38	1	.....	.....	.5	.5	.....	.....	.....	.....	5
Big Rapids	31	2	.....	.5	.5	.5	.....	.5	.....	1	.....
Boyne City	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brown City	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cadillac	48	1	.....	.....	.....	1	.....	.....	.....	3	.....
Charlevoix	20	2	.....	.....	.5	.5	.....	1	.....	1	.....
Charlotte	30	3	.5	.....	.5	.5	.....	1	.....	2	.....
Cheboygan	34	2	.....	.....	.5	.5	.....	1	.....	1	.....
Clare	12	1	.....	.....	1	.....	.....	.....	.....	.....	.....
Coldwater	39	6	1	.....	.5	.5	2	1	.....	1	2
Coleman	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Corunna	14	2	.....	.....	.5	.5	1	.....	.....	2	.....
Croswell	11	1	.....	.5	.....	.....	.5	.....	.....	1	.....
Crystal Falls	38	6	.....	.....	.5	.5	4	.....	.....	3	2
Detroit	1,408	8	1	2	2	1	1	.....	1	140	4
Dowagiac	30	4	.....	.5	.4	.3	2	.5	.3	2	.....
East Lansing	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Tawas	11	1	.....	.....	.....	.....	1	.....	.....	1	.....
Eaton Rapids	17	3	1	.....	.5	.5	.....	.....	.....	.....	2
Escanaba	65	8	.....	.....	1	2	3	2	.....	1	.....
Flint	89	13	1	1	1	1	7	1	.....	9	2
Gladstone	22	2	.....	.....	.....	.....	2	.....	.....	2	.....
Gladwin	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Haven	36	6	.....	1	.5	.5	3	1	.....	3	1
Grand Ledge, 9 fr	16	1	.....	.....	.5	.5	.....	.....	.....	1	.....
Grand Ledge, 11 fr	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Rapids	484	85	22	.....	4	1	47	4	.....	33	.....
Greenville	23	3	.....	.....	1	1	.....	1	.....	2	.....
Hancock	33	3	.....	.....	.....	1	.....	2	.....	1	2
Harrison	5	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
Harrisville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hastings	28	5	1	.....	.5	.5	1	1	.....	.....	.....
Hillsdale	32	5	.5	.....	.5	1	3	.....	.....	3	.....
Holland	48	8	1	.....	1	1	5	.....	.....	4	4
Hudson	17	1	.....	.....	.5	.5	.....	.....	.....	.....	.....
Ionia	32	3	.....	.5	.5	.5	1	.5	.....	1	.....
Iron Mountain	69	5	1	1	1	1	.....	.....	.....	.....	.....
Ironwood	74	24	2	.....	1	1	14	.....	.....	6	7
Ishpeming	82	19	3	.5	1	1	10	1.5	.....	7	.....
Jackson	144	.....	2	.....	1	1	.....	.....	.....	2	4
Kalamazoo	190	39	7	.....	3	2	20	3	1	24	12
Lansing	107	11	1	.....	1	1	6	.....	.....	5	.....
Lapeer	19	2	.....	.....	.5	.5	.....	1	.....	1	.....

superintendents of city schools.

If not, how many have been granted city certificates?	Are all regular teachers holders of legal certificates of qualification?	No. holding certificates granted upon examination or endorsed by the state board of education.	No. holding western normal school certificates.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding state normal college certificates.	No. holding certificates granted by state university under provisions of Sec. 4804 of Compiled Laws.	No. holding college certificates granted according to Sec. 4805 of Compiled Laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.	No. of instructors in domestic science.
7	yes					12		3	8	6		4	all	1
	yes	1	4		4	8	1	4	2	1	3	1	5-6	
	yes		12		1	5	1	1				2	1-2	
all	yes				2	7	1	4				4	5-7	.5
	yes								10	17	25		all	
	yes								32	26	27		all	1
	yes											3		
	yes	2										8	4-9	
	yes					6	1					5	2-3	
7	yes		3		5	11	12	3	8	47	3	22	all	1
	yes				4	8	16		160		20	2	all	2
	yes						1					5	1-8	
1	yes			1	2	8	1		1	1		3	1-2	
2	yes	1	2		1	16	1	3	6	4	3	8	all	
	yes	1		5		6				1	7	13	5-6	
1	yes				2	5	3	1	1	6	6	5	all	
	yes	1			8	7	1					13	all	
	yes					1		1				5	1-10	
	yes		2		5	18	5		9	6			all	
	yes				4	6		4				4	all	
1	yes					14	5	3	3		2		2-5	.5
1	yes	2			3	7		2	2	7	9		all	
	yes	1			1	5						5	2-7	
2	yes	3	1		1	13			6	7	3		7-8	1
	yes				1	1						7	4-9	
	yes					2	3			5		2	2-7	
	yes	3			1	3						2	1-4	
	yes	1		7		4	5					16	5-6	1
3	yes	19			16	190	54	16	218			31	all	
1	yes		3		3	5	2	2	2	8	2		5-6	
	yes				3									
	yes					4		3				3	1 3	
	yes				2	4	2	1		5			1-2	1
7	yes	1	1	21	1	7	6		8	6	6		all	1
2	yes				1	22	4	6	5	19	19		all	1
	yes			7	1	4			3	5			1 2	
	yes	1			2	1						3	1-10	
2	yes					9	2	1	2	11		5	6-7	
	yes					13		1				1	1-2	
	yes								110	224	90		all	6
9	yes		1		1	3	2		5	1	8		3-4	
	yes	1		6		7	4		6			6	6-7	
	yes											4		
			1			13	4	3	2	4		1	all	1
2	yes					7	2	6		4	6	2	4-5	
	yes		3		1	24	1	6		1		4	all	
1	yes					5		2	1	2	2	4	5-6	
3	yes	1		2		4	4	3	3	4	3	4	7-8	
5	yes			12		12	2	1	9	26	2		all	1
11	yes		2	6		2	7		1	10	22		all	4
12	yes			30		4	3		17	4	5		all	2
	yes	1	4		2	44	13		5	6	11	22		2
3	yes	12	20	2		15	11	7	15	36	22	11	all	3
6	yes				3	10	13	3	34	23	3	7	all	2
	yes				2	8	3					4	5-6	

TABLE XX.—*Concluded.*

Incorporated cities.	No. of teachers in school including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in music.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in physical training.	How many of your teachers of music, drawing, and kindergarten are qualified according to act No. 24 of 1905?	How many other special teachers are holders of certificates other than city certificates?
Ludington	52	4	1	.....	1	1	.....	.....	.....	1	.....
Mackinac Island	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manistee	74	13	2	1	.....	1	6	.....	.....	7	2
Manistique	31	6	.....	.....	.5	.5	3	1	.....	4	1
Marine City	18	1	.....	.....	.5	.5	.....	.....	.....	1	.....
Marquette	67	11	2	.....	1	1	4	1	.....	.....	3
Marshal	29	2	.5	.....	.5	1	.....	.....	.....	2	.....
Mason	14	1	.....	.....	.5	.5	.....	.....	.....	1	.....
McBain	7	2	.....	.....	.5	.5	1	.....	.....	2	.....
Menominee	68	12	1	1	1	1	6	1	.....	.....	.....
Midland	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	25	3	.5	.5	.5	.5	.....	.5	.....	.....	1
Mt. Clemens	37	6	.....	.....	1	1	3	1	.....	1	4
Mt. Pleasant	20	4	1	.....	1	1	.....	1	.....	.....	1
Muskegon	137	37	10	1	4	1	11	2	5	.....	.....
Muskegon Heights	10	1	.....	.....	.....	.....	1	.....	.....	.....	.....
Negaunee	37	5	.....	.....	.5	.5	3	1	.....	3	.....
Niles	29	1	.....	.....	.....	1	.....	.....	.....	1	.....
North Muskegon	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Norway	33	1	.....	.....	1	.....	.....	.....	.....	1	.....
Omer	4	1	.....	.....	.....	1	.....	.....	.....	.....	.....
Onaway	17	3	1	.....	.....	.....	1	1	.....	.....	.....
Owosso	47	4	1	.....	1	1	.....	.....	.....	2	2
Petoskey	32	3	.....	.....	1	1	.....	1	.....	.....	2
Pontiac	57	9	1	.....	1	1	5	.....	.....	6	2
Port Huron	93	6	1	.....	1	1	.....	2	.....	.....	3
Rose City	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saginaw, E. S.	171	31	7	1	2	2	.....	7	2	.....	.....
Saginaw, W. S.	85	6	1	.....	1	1	.....	1	.....	2	4
St. Clair	14	1	.....	.....	.5	.....	.5	.....	.....	1	.....
St. Ignace	13	1	.....	.....	.....	.....	1	.....	.....	1	.....
St. Johns	28	2	.5	.....	.5	1	.....	.....	.....	2	.....
St. Joseph	39	7	.....	.....	1	1	4	1	.....	2	1
St. Louis	17	1	.....	.....	.5	.5	.....	.....	.....	2	.....
Sandusky	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sault Ste. Marie	61	8	1	.....	1	1	3	1	.....	.....	.....
Scottville	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Haven	28	2	.....	.....	.5	.5	.....	1	.....	1	.....
Standish	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stanton	10	2	.....	.....	.5	.5	1	.....	.....	2	.....
Sturgis	19	2	.....	.....	.5	.5	1	.....	.....	2	.....
Tawas City	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Three Rivers	33	2	1	.....	.5	.5	.....	.....	.....	1	2
Traverse City	64	10	1	.....	1	1	5	1	.....	7	3
West Branch	12	2	.....	.5	.5	.....	1	.....	.....	1	1
Whittemore	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyandotte	34	4	.....	.....	1	1	2	.....	.....	4	.....
Yale	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ypsilanti	34	3	.5	.....	.5	1	.....	.....	.....	1	.....
Zeeland	15	1	.....	.....	.5	.5	.....	.....	.....	2	.....

TABLE XX.—*Concluded.*

If not, how many have been granted city certificates?	Are all regular teachers holders of legal certificates of qualification?	No. holding certificates granted upon examination or endorsed by the state board of education.	No. holding western normal school certificates.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding state normal college certificates.	No. holding certificates granted by state university under provisions of Sec. 4804 of Compiled Laws.	No. holding college certificates granted according to Sec. 4805 of Compiled Laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.	No. of instructors in domestic science.
3	.....	5	1	.....	1	19	.....	.....	2	8	9	2	all	1
.....	yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1-12	.....
7	yes	1	.....	.....	.....	7	5	1	4	19	24	....	all	1
1	yes	.....	1	4	.....	9	2	4	1	2	2	....	all	1
.....	yes	.....	.....	.....	.....	9	1	.....	.....	.....	.....	7	1-2	.....
.....	yes	3	.....	.....	.....	44	6	.....	3	.....	.....	.....	all	2
.....	yes	.....	1	.....	1	4	4	4	10	2	.....	1	3-4	.....
.....	yes	.....	.....	.....	1	9	.....	3	.....	.....	.....	.....	3-7	.....
.....	yes	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1-8	.....
.....	yes	.....	.....	.....	.....	.....	.....	.....	16	17	33	....	all	1
8	yes	1	.....	.....	5	2	.....	1	.....	.....	.....	7	1-2	.....
2	yes	.....	.....	.....	.....	5	5	1	.....	6	4	1	6-7	.5
1	yes	1	.....	.....	1	12	5	1	3	2	3	3	all	.....
3	yes	.....	.....	.....	5	1	5	2	.....	.....	3	...	5-7	.....
.....	yes	.....	.....	.....	.....	.....	.....	.....	48	36	53	....	all	3
.....	yes	.....	.....	.....	3	2	.....	.....	.....	.....	.....	5	3-8	.....
2	yes	.....	.....	25	.....	6	.....	.....	1	.....	.....	.....	all	.....
.....	yes	.....	4	1	2	5	3	4	.....	.....	.....	9	all	.....
.....	yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	all	.....
.....	yes	.....	1	8	1	9	4	.....	1	1	7	....	all	.....
.....	yes	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1-10	.....
.....	yes	1	.....	.....	5	4	.....	.....	.....	.....	.....	7	1-2	.....
.....	yes	1	.....	.....	2	21	1	1	4	12	.....	1	all	1
1	yes	.....	.....	.....	8	4	.....	4	2	9	2	....	all	.....
1	yes	.....	.....	.....	4	24	8	1	2	4	3	1	all	1
3	yes	1	.....	.....	4	5	10	2	3	28	34	....	all	1
.....	yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1-12	.....
.....	yes	.....	.....	.....	.....	.....	.....	.....	171	.....	.....	.....	all	10
.....	yes	3	.....	.....	7	3	8	10	47	.....	.....	4	all	1
.....	yes	1	.....	.....	.....	2	2	.....	1	3	4	....	4-7	.....
.....	yes	1	.....	1	.....	2	.....	1	.....	.....	2	5	4-7	.....
.....	yes	1	.....	.....	3	9	.....	2	3	2	.....	6	2-3	.....
4	yes	1	5	2	.....	8	.....	.....	6	6	4	....	all	.....
1	yes	.....	.....	.....	3	3	1	1	.....	2	2	2	1-3	.....
.....	yes	.....	.....	.....	.....	3	.....	1	.....	.....	.....	2	2-9	.....
3	yes	3	4	2	10	15	2	2	8	6	.....	....	all	1
.....	yes	1	.....	.....	.....	2	.....	.....	.....	.....	.....	4	1-4	.....
1	yes	1	.....	.....	.....	9	1	2	2	5	6	....	all	.....
.....	yes	1	.....	.....	1	5	.....	.....	.....	.....	.....	3	1-4	.....
.....	yes	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	1-6	.....
.....	yes	1	4	.....	.....	4	.....	2	.....	.....	.....	6	4-7	.....
.....	yes	.....	.....	.....	3	4	.....	.....	.....	.....	.....	2	1-4	.....
.....	yes	1	1	.....	.....	4	3	1	4	3	12	1	3-4	.....
1	yes	.....	2	.....	13	18	6	2	2	6	4	....	all	1
.....	yes	.....	.....	.....	1	.....	1	.....	.....	.....	.....	8	1-5	.....
.....	yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....
.....	yes	.....	.....	.....	.....	14	3	4	.....	2	....	7	all	.....
2	yes	.....	.....	.....	.....	19	4	.....	3	4	....	1	6-7	1
.....	yes	.....	1	.....	.....	5	.....	.....	.....	.....	.....	7	.....	.....

TABLE XXI.

Receipts and disbursements at teachers' institutes for the calendar year 1908.

Counties.	Location.	Date.	Receipts.		Expenditures.			
			County.	State.	Compensation of instructors and local committee.	Expenses of instructors.	Other expenses.	Total.
Totals			$10,439 93	$2,800 08	$10,378 23	$1,170 35	$1,691 43	$13,240 01
Alger	Marquette	June 29-Aug. 7	$25 00	$25 28	$37 00		$13 28	$50 28
Allegan	Allegan and county	Jan. 6-Jan. 18	148 77		124 00	$18 12	6 65	148 77
	Allegan and county	Jan. 20-Jan. 22	45 75		41 00		4 75	45 75
	Kalamazoo	June 29-Aug. 7	75 00	45 25	105 00		15 25	120 25
Alpena	Alpena	Jan. 23-Jan. 25	103 00	20 97	73 00	25 97	25 00	123 97
Arenac	Standish	Feb. 20-Feb. 22	42 50	61 43	68 00	23 43	12 50	103 93
Baraga	Marquette	June 29-Aug. 7	26 50	43 24	55 00		14 74	69 74
	L'Anse	Oct. 13-Oct. 15	17 50	80 50	49 00	44 00	5 00	98 00
Barry	Kalamazoo	June 29-Aug. 7	50 00	56 49	80 00		26 49	106 49
Bay	Bay City	Feb. 14-Feb. 15	177 42		107 00	16 51	53 91	177 42
Benzie	Frankfort	Mar. 25-Mar. 27	58 00	42 06	76 00	19 81	4 25	100 06
Berrien	St. Joseph	Mar. 20-Mar. 21	222 36		127 00	60 36	35 00	222 36
	Kalamazoo	June 29-Aug. 7		30 00	30 00			30 00
Branch	Coldwater	Jan. 21-Jan. 25	34 38		24 00	5 38	5 00	34 38
	Kalamazoo	June 29-Aug. 7	50 00	12 45	30 00		32 45	62 45
	Coldwater	Sept. 4-Sept. 5	53 40		47 00	2 90	3 50	53 40
Calhoun	Marshall	Feb. 1	38 34		24 00	5 34	9 00	38 34
	Kalamazoo	June 29-Aug. 7	75 00	20 81	80 00		15 81	95 81
	Albion	Oct. 10	38 12		27 00	4 47	6 65	38 12
Cass	Cassopolis	Mar. 27-Mar. 28	59 47		47 00	3 97	8 50	59 47
	Kalamazoo	June 29-Aug. 7	25 00	37 12	30 00		32 12	62 12
Charlevoix	Charlevoix	April 17-April 18	15 00		15 00			15 00
	Charlevoix	Aug. 31-Sept. 4	77 00	19 65	85 00	1 90	9 75	96 65
Clare	Mt. Pleasant	June 29-Aug. 7	25 00	39 50	55 00		9 50	64 50
	Clare	Oct. 7-Oct. 9	38 00	60 50	77 73	9 52	11 25	98 50
Clinton	St. Johns	Aug. 28-Aug. 29	58 23		47 00	8 48	2 75	58 23
Crawford	Grayling	Mar. 12-Mar. 14	36 00	74 13	83 00	22 13	5 00	110 13
Delta	Marquette	June 29-Aug. 7	40 00	60 20	70 00		30 20	100 20
Dickinson	Marquette	June 29-Aug. 7	50 00	30 64	75 00		5 64	80 64
Eaton	Charlotte	July 27-Aug. 7	147 30		135 00		12 30	147 30

Wakefield	1,000 00	8,445 00	.....	9,445 00	122 44	41 79	184 23	20 44	41 79	62 23	13 39	41 79	55 18	18 05	41 79	59 84
Waldron	600 00	1,635 00	.....	1,635 00	22 05	7 42	29 47	14 03	7 42	21 45	11 38	7 42	18 80	16 18	7 42	23 60
Warren	.....	787 50	.....	787 50	.....	.....	.....	10 71	1 00	11 71	8 03	1 00	9 03	9 37	1 00	10 37
Watervliet	1,817 00	1,700 50	.....	3,547 50	38 73	5 90	44 63	9 50	5 90	15 40	9 50	3 90	14 90	14 59	5 90	20 49
Wayland	720 00	1,501 25	.....	2,221 25	12 60	4 82	17 42	9 40	4 82	14 22	8 03	4 82	12 85	10 28	4 82	15 10
Wayne	1,100 00	3,845 00	200 00	5,145 00	21 89	5 26	27 15	15 74	5 26	21 00	12 71	5 26	17 97	16 12	5 26	21 38
Webberville	650 00	720 00	.....	1,370 00	28 26	4 04	32 30	10 90	4 04	14 94	10 28	4 04	14 32	15 05	4 04	19 09
*Westphalia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Cloud	675 00	1,422 00	90 00	2,187 00	24 37	4 26	28 63	5 30	4 26	9 56	9 59	4 26	13 85	10 77	4 26	15 03
Whitehall	950 00	3,681 00	111 00	4,742 00	21 86	4 86	26 72	13 85	4 86	18 71	11 97	4 86	16 83	14 81	4 86	19 67
White Pigeon	900 00	2,295 00	.....	3,195 00	28 20	3 98	32 18	14 06	3 98	18 04	11 07	3 98	15 05	17 15	3 98	21 73
Williamston	1,000 00	3,600 00	250 00	4,850 00	28 79	11 19	39 98	10 62	11 19	21 81	15 32	11 19	26 51	10 32	11 19	21 51
Wolverine	712 50	2,397 50	.....	3,110 00	42 41	5 26	47 67	12 53	5 26	17 79	9 10	5 26	14 36	14 66	5 26	19 92
Woodland	585 00	720 00	.....	1,305 00	13 00	3 24	16 24	18 94	3 24	22 18	8 00	3 24	11 24	11 97	3 24	15 21
***Woodmere	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Not legally graded.
***Included in Detroit.

TABLE XXI.

Receipts and disbursements at teachers' institutes for the calendar year 1908.

Counties.	Location.	Date.	Receipts.		Expenditures.			
			County.	State.	Compensation of instructors and local committee.	Expenses of instructors.	Other expenses.	Total.
Totals			$10,439 93	$2,800 08	$10,378 23	$1,170 35	$1,691 43	$13,240 01
Alger	Marquette	June 29–Aug. 7	$25 00	$25 28	$37 00		$13 28	$50 28
Allegan	Allegan and county	Jan. 6–Jan. 18	148 77		124 00	$18 12	6 65	148 77
	Allegan and county	Jan. 20–Jan. 22	45 75		41 00		4 75	45 75
	Kalamazoo	June 29–Aug. 7	75 00	45 25	105 00		15 25	120 25
Alpena	Alpena	Jan. 23–Jan. 25	103 00	20 97	73 00	25 97	25 00	123 97
Arenac	Standish	Feb. 20–Feb. 22	42 50	61 43	68 00	23 43	12 50	103 93
Baraga	Marquette	June 29–Aug. 7	26 50	43 24	55 00		14 74	69 74
	L'Anse	Oct. 13–Oct. 15	17 50	80 50	49 00	44 00	5 00	98 00
Barry	Kalamazoo	June 29–Aug. 7	50 00	56 49	80 00		26 49	106 49
Bay	Bay City	Feb. 14–Feb. 15	177 42		107 00	16 51	53 91	177 42
Benzie	Frankfort	Mar. 25–Mar. 27	58 00	42 06	76 00	19 81	4 25	100 06
Berrien	St. Joseph	Mar. 20–Mar. 21	222 36		127 00	60 36	35 00	222 36
	Kalamazoo	June 29–Aug. 7		30 00	30 00			30 00
Branch	Coldwater	Jan. 21–Jan. 25	34 38		24 00	5 38	5 00	34 38
	Kalamazoo	June 29–Aug. 7	50 00	12 45	30 00		32 45	62 45
	Coldwater	Sept. 4–Sept. 5	53 40		47 00	2 90	3 50	53 40
Calhoun	Marshall	Feb. 1	38 34		24 00	5 34	9 00	38 34
	Kalamazoo	June 29–Aug. 7	75 00	20 81	80 00		15 81	95 81
	Albion	Oct. 10	38 12		27 00	4 47	6 65	38 12
Cass	Cassopolis	Mar. 27–Mar. 28	59 47		47 00	3 97	8 50	59 47
	Kalamazoo	June 29–Aug. 7	25 00	37 12	30 00		32 12	62 12
Charlevoix	Charlevoix	April 17–April 18	15 00		15 00			15 00
	Charlevoix	Aug. 31–Sept. 4	77 00	19 65	85 00	1 90	9 75	96 65
Clare	Mt. Pleasant	June 29–Aug. 7	25 00	39 50	55 00		9 50	64 50
	Clare	Oct. 7–Oct. 9	38 00	60 50	77 73	9 52	11 25	98 50
Clinton	St. Johns	Aug. 28–Aug. 29	58 23		47 00	8 48	2 75	58 23
Crawford	Grayling	Mar. 12–Mar. 14	36 00	74 13	83 00	22 13	5 00	110 13
Delta	Marquette	June 29–Aug. 7	40 06	60 20	70 00		30 20	100 20
Dickinson	Marquette	June 29–Aug. 7	50 00	30 64	75 00		5 64	80 64
Eaton	Charlotte	July 27–Aug. 7	147 30		135 00		12 30	147 30

Port Austin	750 00	2,250 00		3,000 00	58 33	7 12	65 45	11 05	7 12	18 17	12 66	7 12	19 78	17 54	7 12	24 66
Port Hope																
Portland	1,000 00	5,315 00	15 00	6,330 00	26 54	3 59	30 13	14 88	3 59	18 47	7 43	3 59	11 02	16 57	3 59	20 16
Port Sanilac	540 00	612 00		1,152 00	33 75	3 45	37 20	12 21	3 45	15 66	6 92	3 45	10 37	13 85	3 45	17 30
*Posen																
Potterville																
Quincy	1,050 00	2,950 00	350 00	4,350 00	23 21	8 60	31 81	22 13	8 60	30 73	11 12	8 60	19 72	18 31	8 60	26 91
Reading	1,200 00	3,055 00	262 00	4,517 00	29 11	4 20	33 31	13 55	4 20	17 75	12 38	4 20	16 58	18 97	4 20	23 17
*Redford																
§Red Jacket																
Red City	1,250 00	5,870 00	740 00	7,860 00	39 62	3 95	43 57	13 61	3 95	17 56	14 90	3 95	18 85	19 79	3 95	23 74
*Reese																
Richland	675 00	1,125 00		1,800 00	36 00	7 52	43 52	14 40	7 52	21 92	24 00	7 52	31 52	25 71	7 52	33 23
‡Richmond	1,000 00	3,235 64		4,235 64	54 50	5 72	60 22	11 00	5 72	16 72	13 29	5 72	19 01	19 43	5 72	25 15
River Rouge	1,200 00	12,185 14	973 50	14,358 64	79 43	7 17	86 60	26 67	7 17	33 84	12 72	7 17	19 92	19 64	7 17	26 81
Rochester	900 00	2,740 00		3,640 00	29 74	6 92	36 66	8 46	6 92	15 38	8 07	6 92	14 99	12 68	6 92	19 60
Rockford	850 00	1,956 50		2,806 50	34 21	13 87	48 08	12 21	13 87	26 08	11 50	13 87	25 37	17 00	13 87	30 87
Rogers	540 00	1,350 00		1,890 00	20 00	6 65	26 65	10 86	6 65	17 51	7 52	6 65	14 17	10 16	6 65	16 81
Romeo	1,500 00	4,025 00	350 00	5,875 00	25 00	12 44	37 64	20 00	12 44	32 44	15 03	12 44	27 47	19 72	12 44	32 16
Roscommon	725 00	1,260 00		1,985 00	59 47	7 79	67 26	13 50	7 79	21 29	14 51	7 79	22 30	24 81	7 79	32 60
Royal Oak	1,800 00	1,780 00	67 20	3,647 20	22 91	7 75	30 66	9 43	7 75	17 18	8 51	7 75	16 26	12 15	7 75	19 90
St. Charles	1,000 00	3,744 50		4,744 50	67 50	7 97	75 47	11 27	7 97	19 24	7 54	7 97	15 51	11 51	7 97	19 48
*St. Clair Heights																
Saline	1,000 00	2,625 00		3,625 00	35 75	8 69	44 44	14 56	8 69	23 25	17 19	8 69	25 88	21 57	8 69	30 26
Sand Lake																
Saranac	800 00	2,138 00		2,938 00	21 37	4 93	26 30	9 23	4 93	14 16	10 38	4 93	15 31	12 94	4 93	17 87
Saugatuck	900 00	1,887 67		2,787 67	29 65	6 02	35 67	28 24	6 02	34 26	8 08	6 02	14 10	17 42	6 02	23 44
Schoolcraft	1,000 00	2,592 00		3,592 00	44 76	7 55	52 31	14 91	7 55	22 46	14 11	7 55	21 66	22 45	7 55	30 00
Sebewaing	900 00	2,530 00		3,430 00	28 54	8 96	37 50	6 92	8 96	15 88	14 63	8 96	23 59	15 38	8 96	24 34
Shelby	1,100 00	3,800 00	380 00	5,280 00	23 38	3 56	26 94	18 76	3 56	22 32	11 55	3 56	15 11	17 03	3 56	20 59
Shepherd	700 00	2,160 00		2,860 00	24 55	15 62	40 17	11 54	15 62	27 16	11 41	15 62	27 03	14 15	15 62	29 77
Sheridan	630 00	1,012 50		1,642 50	34 90	7 13	42 03	12 25	7 13	19 38	8 35	7 13	15 48	16 42	7 13	23 55
Sherman	675 00	1,215 00		1,890 00	37 50	6 27	43 77	14 21	6 27	20 48	9 37	6 27	15 64	14 76	6 27	21 03
Sherwood	540 00	1,145 09		1,685 09	20 76	2 83	23 59	17 00	2 83	19 83	9 47	2 83	12 30	13 26	2 83	16 09
*Sibley																
South Frankfort	700 00	1,600 00	350 00	2,650 00	33 47	4 75	38 22	15 66	4 75	20 41	9 40	4 75	14 15	14 48	4 75	19 23

*Not legally graded.
§Report included in Calumet.
‡Lenox school district united with this.

TABLE XXI.—*Concluded.*

Counties.	Location.	Date.	Receipts.		Expenditures.			
			County.	State.	Compensation of instructors and local committee.	Expenses of instructors.	Other expenses.	Total.
Mecosta	Big Rapids	June 29–Aug. 7	$232 93		$230 00		$2 93	$232 93
Menominee	Marquette	June 29–Aug. 7	50 00	$35 01	65 00		20 01	85 01
	Menominee	Nov. 7	50 80		21 50	$29 30		50 80
Midland	Midland	Feb. 13–Feb. 15	47 50	60 84	78 00	13 74	16 60	108 34
	Mt. Pleasant	June 29–Aug. 7	20 00	52 98	50 00		22 98	72 98
Missaukee	Lake City	May 1–May 2		43 33	37 00	6 33		43 33
Monroe	Petersburg	Jan. 31–Feb. 1	50 10	20 90	49 00	9 75	12 25	71 00
	Ypsilanti	June 29–Aug. 7	94 65		61 00		33 65	94 65
	Monroe	Dec. 5	40 96		35 00	5 96		40 96
Montcalm	Greenville	Mar. 13–Mar. 14	47 15		29 00	4 40	13 75	47 15
	Mt. Pleasant	June 29–Aug. 7	75 00	12 64	84 00		3 64	87 64
Montmorency	Atlanta	Dec. 1–Dec. 4	33 50	85 38	83 00	27 26	8 62	118 88
Muskegon	Ravenna	Feb. 14–Feb. 15	28 08		17 00	5 58	5 50	28 08
	Holton	April 11	39 25		17 00	12 25	10 00	39 25
	Muskegon Heights	Nov. 19–Nov. 21	94 04		71 00	14 29	8 75	94 04
Newaygo	Newaygo	Aug. 3–Aug. 12	60 44	98 38	146 00	8 82	4 00	158 82
Oakland	Pontiac and county	Feb. 3–Feb. 8	128 95		79 00	19 35	30 60	128 95
	Ypsilanti	June 29–Aug. 7	176 70	25 00	136 00		65 70	201 70
	Milford	Dec. 11–Dec. 12	60 84		34 00	12 60	14 24	60 84
Oceana	Shelby	Feb. 20–Feb. 22	62 00	15 00	61 00	10 10	5 90	77 00
	Hart	Aug. 3–Aug. 12	73 50	100 00	152 00	13 95	7 55	173 50
Ogemaw	West Branch	Feb. 6–Feb. 8	69 00	12 72	52 00	20 72	9 00	81 92
	West Branch	Dec. 3–Dec. 5	48 00	51 64	68 00	23 14	8 50	99 64
Osceola	Reed City	Feb. 21–Feb. 22	36 79		25 00	4 16	7 63	36 79
	Mt. Pleasant	June 29–Aug. 7	75 00	34 82	105 00		4 82	109 82
Otsego	Gaylord	Feb. 13–Feb. 15	16 50	41 94	38 00	13 44	7 00	58 44
Ottawa	Holland	Feb. 13–Feb. 14	75 30		49 00	14 29	12 01	75 30
	Kalamazoo	June 29–Aug. 7		12 48	6 00		6 48	12 48
Presque Isle	Rogers	Feb. 20–Feb. 22	79 00	43 71	73 00	36 51	13 20	122 71
Roscommon	Roscommon	Sept. 7–Sept. 11	26 50	80 64	80 00	19 34	7 80	107 14
Saginaw	Saginaw	Jan. 31–Feb. 1	85 61	25 00	83 00	15 86	11 75	110 61
St. Clair	Port Huron	July 27–Aug. 12	217 99	18 45	195 00	7 34	34 10	236 44
St. Joseph	Kalamazoo	June 29–Aug. 7	75 00	64 60	105 00		34 60	139 60
	Centerville	Dec. 11–Dec. 12	88 87		61 50	11 90	15 47	88 87

Sanilac	Sandusky	July 13–Aug. 7	319 57		280 00	22 42	17 15	319 57
Schoolcraft	Manistique	Dec. 9–Dec. 11	100 00	30 43	73 00	39 63	17 80	130 43
Shiawassee	Owosso	June 29–July 17	253 57		225 00	9 05	19 52	253 57
	Owosso	Nov. 20–Nov. 21	39 01		22 00	3 46	13 55	39 01
Tuscola	Mayville and county	Mar. 2–Mar. 7	80 00	34 82	77 00	13 57	24 25	114 82
	County	Sept. 28–Oct. 3	130 33		81 00	24 73	24 60	130 33
Van Buren	Paw Paw	Feb. 6–Feb. 8	113 62		73 00	18 02	22 60	113 62
	Kalamazoo	June 29–Aug. 7	75 00	51 50	105 00		21 50	126 50
	Hartford and county	Dec. 2–Dec. 5	108 11		73 00	14 01	21 10	108 11
Washtenaw	Saline	Jan. 11	22 97		18 00	36	4 61	22 97
	Ann Arbor	Feb. 15	17 74		13 00	4 74		17 74
	Ypsilanti	June 29–Aug. 7	121 35		111 00		10 35	121 35
	Ann Arbor	Nov. 27	50 42		32 00	18 42		50 42
	Chelsea	Dec. 12	20 38		18 00	2 38		20 38
Wayne	Redford and county	Feb. 11–Feb. 15	126 93		96 00	9 17	21 76	126 93
	St. Clair Heights	Feb. 28–Feb. 29	136 15		124 00	12 15		136 15
	Northville and Plymouth	Mar. 19–Mar. 20	44 61		31 00	7 11	6 50	44 61
	Flat Rock	April 22–April 24	87 68		69 00	11 18	7 50	87 68
	Detroit	Feb. 17	535 93		525 00		10 93	535 93
	Ypsilanti	June 29–Aug. 7	158 81		111 00		47 81	158 81
	Rouge River	Oct. 2–Oct. 3	48 23		34 00	3 58	10 65	48 23
Wexford								
State Meetings.								
Houghton	Calumet	Oct. 15–Oct. 17		200 00	200 00			200 00
Saginaw	Saginaw	Oct. 29–Oct. 31		200 00	200 00			200 00

TABLE XXII.

Local committees, conductors and instructors at teachers' institutes for the calendar year 1908.

Counties.	Term.	Local committees.	Conductors.	Instructors.	Instructors.	Instructors.
Alger—see Marquette	30 days					
Allegan—see Kalamazoo	30 days.					
	12 days	Ira G. Thorpe	H. R. Pattengill.			
Alpena	3 days	Ira G. Thorpe	Jno. C. Ketcham.			
	3 days	H. V. Knight	C. T. Grawn	Fannie Allen.		
Arenac	3 days	Geo. H. Glasure	C. O. Hoyt	Fannie Allen.		
Baraga—see Marquette	30 days.					
	2 days	S. O. Clinton	W. H. French	F. M. Kelsey.		
Barry—see Kalamazoo	30 days.					
Bay	2 days	J. B. Laing	J. A. Stewart	A. E. Winship	F. A. Barbour.	
Benzie	3 days	O. L. Bristol	D. B. Waldo	Fannie Allen.		
Berrien—see Kalamazoo	30 days					
	2 days	G. N. Otwell	E. P. Clarke	A. E. Winship	Martha Sherwood	C. O. Hoyt.
Branch—see Kalamazoo	30 days.					
	2 days	James Swain	James Swain	W. N. Ferris.		
	2 days	James Swain	Ernest Burnham	Nettie Sooy.		
Calhoun—see Kalamazoo	30 days.					
	1 days	F. D. Miller	R. S. Garwood	A. F. Burk.		
	1 day	F. D. Miller	W. H. French	Florence Marsh.		
Cass—see Kalamazoo	30 days					
	2 days	W. H. C. Hale	Ernest Burnham	W. E. Conkling	Edith Williamson.	
Charlevoix	2 days	J. H. Milford	J. H. Milford	Geo. Vincent.		
	5 days	J. H. Milford	W. H. Woodley	Jessie Himes.		
Clare—see Isabella	30 days.					
	3 days	E. G. Welch	H. R. Pattengill	J. A. Beddow.		
Clinton	2 days	T. H. Townsend	F. A. Barbour	Lois Wilson.		
Crawford	3 days	J. E. Bradley	S. B. Laird	L. A. Sloan.		
Delta—see Marquette	30 days.					
Dickinson—see Marquette	30 days.					
Eaton	10 days	Cynthia Green	C. H. Carrick	Mrs. C. H. Carrick	Cynthia Green.	
Genesee	10 days	H. E. Potter	A. N. Cody	Katherine Schoenhals	H. E. Potter.	
	6 days	H. E. Potter	H. R. Pattengill	W. D. Henderson.		
Gladwin—see Isabella	30 days.					
	3 days	F. E. Armstrong	S. B. Laird	R. C. Ford.		
Gogebic	3 days	Laura Bowden	H. R. Pattengill.			
Grand Traverse	3 days	Geo. L. Crisp	J. T. McManus	Elisabeth Wightman.		
Gratiot—see Isabella	30 days.					
	2 days	C. F. Pike	F. L. Keeler.			
	1 day	C. F. Pike	C. F. Pike	Fannie Allen.		
Hillsdale	8 days	Harry McClave	C. E. Holmes	Sarah Greeley	Harry McClave.	

Houghton (State meeting)	3 days	H. E. Krats	H. E. Krats	Thos. E. Green	S. C. Schmucker.	
Huron	20 days	C. F. Hey	P. G. Wade	Geo. F. Manning		
Ingham	15 days	F. E. Searl	Fred Fullerton	Ida M. Huston	F. E. Searl.	
Ionia	2 days	H. H. Lowrey	H. H. Lowrey	C. T. Grawn.		
	2 days	H. H. Lowrey	H. H. Lowrey	C. T. Grawn.		
	2 days	H. H. Lowrey	C. T. Grawn.			
Iron—see Marquette	30 days.					
	3 days	J. F. Mason	Chas. McKenney	F. A. Jeffers.		
Isabella with Clare, Gladwin, Gratiot, Midland, Montcalm, Osceola	30 days	E. T. Cameron	C. T. Grawn	E. H. Ryder	G. F. Roxburgh	E. T. Cameron.
Jackson—see Washtenaw	30 days.					
	6 days	T. M. Sattler	J. C. Ketcham.			
	6 days	T. M. Sattler	J. C. Ketcham	J. C. Ketcham.		
Kalamazoo with Allegan, Barry, Branch, Cass, Calhoun, Kent, St. Joseph, Van Buren, Berrien, Ottawa	30 days	S. Mapes	D. B. Waldo	Paul Hickey.		
				W. E. Conkling	H. D. Lee	Eva Warriner.
	2 days	S. Mapes	S. O. Hartwell	E. B. Bryan	E. G. Lancaster	E. Burnham.
Kent—see Kalamazoo	30 days.					
	1 day	A. M. Freeland	A. M. Freeland	W. N. Ferris.		
	5 days	A. M. Freeland	A. H. Smith	O. J. Kern.		
	1 day	W. A. Greeson	W. A. Greeson	Thos. M. Balliet.		
	1 day	A. M. Freeland	H. R. Pattengill.			
	3 days	W. A. Greeson	W. A. Greeson	L. E. Colby.		
	1 day	W. A. Greeson	W. A. Greeson	Earl Barnes.		
	1 day	A. M. Freeland	R. C. Ford.			
	1 day	A. M. Freeland	F. A. Barbour	Ernest Burnham.		
	1 day	W. A. Greeson	W. A. Greeson	Jane Brownlie.		
	1 day	A. M. Freeland	D. B. Waldo.			
	2 days	W. A. Greeson	W. A. Greeson	Chas. McKenney.		
	1 day	A. M. Freeland	H. R. Pattengill	Ernest Burnham.		
Lapeer	13 days	C. H. Naylor	C. W. Shipman	Emma Raven		
Leelanau	5 days	E. F. Carr	C. T. Grawn	Minnie Termatt.	C. H. Naylor.	
Lenawee—see Washtenaw	30 days.					
	5 days	M. W. Hensel	H. R. Pattengill.			
Livingston—see Washtenaw	30 days	J. A. Woodruff	J. A. Woodruff	W. D. Henderson.		
	1 day.					
Macomb	2 days	O. D. Thompson	F. R. Williams	H. R. Pattengill	F. A. Barbour.	
	1 day	O. D. Thompson	O. D. Thompeon	J. L. Hughes.		
Manistee	3 days	H. J. Leighton	S. B. Laird	C. S. Larselere.		
Marquette with Alger, Baraga, Dickinson, Delta, Iron, Menominee	30 days	A. E. Sterne	J. H. Kaye	E. L. Parmenter	Sara Nicholson.	
Mason	1 day	C. A. Rinehart	H. R. Pattengill	L. A. Sloan.		
	1 day	C. A. Rinehart	J. H. Kaye.			
Mecosta	30 days	B. J. Ford	W. N. Ferris.			
Menominee—see Marquette	30 days.					

TABLE XXII.—*Concluded.*

Counties.	Term.	Local committees.	Conductors.	Instructors.	Instructors.	Instructors.
Menominee	1 day	Jesse Hubbard	C. O. Hoyt.			
Midland—see Isabella	30 days.					
	3 days	Jno. A. Mustard	H. R. Pattengill	G. L. Jenner.		
Missaukee	2 days	E. S. Hall	F. L. Keeler.			
	30 days.					
Monroe—see Washtenaw	2 days	J. J. Kelley	H. C. Lott	Harriett Marsh.		
	1 day	J. J. Kelley	N. A. Harvey	Abigale Roe	Anna Frank.	
Montcalm—see Isabella	30 days.					
Montmorency	2 days	E. D. Straight	H. R. Pattengill.			
	4 days	B. J. Watters	R. D. Calkins	Mrs. Ben Bennett.		
Muskegon	1 day	Nellie Chisholm	C. E. Holmes.			
	1 day	Nellie Chisholm	F. L. Keeler.			
	3 days	Nellie Chisholm	C. T. Grawn	D. B. Waldo.		
Newaygo	8 days	I. M. Becker	W. J. McKone	Carrie Caster	I. M. Becker.	
	6 days	H. S. Elliott	H. R. Pattengill	F. A. Barbour.		
Oakland—see Washtenaw	30 days.					
	1 day	H. S. Elliott	W. J. McKone	W. D. Henderson.		
Oceana	3 days	M. Lux	H. R. Pattengill.			
	8 days	M. Lux	L. H. Vanden Berg	Lois Wilson	M. Lux.	
Ogemaw	2 days	Ben Bennett	S. B. Laird	L. A. Sloan.		
	3 days	Josephine Woods	C. O. Hoyt	Lois Wilson.		
Osceola—see Isabella	30 days.					
	2 days	G. F. Roxburgh	G. F. Roxburgh	R. D. Calkins.		
Otsego	3 days	Sim J. Lewis	A. H. Smith	Minnie Termatt.		
Ottawa—see Kalamazoo	30 days.					
	2 days	M. M. DeGraff	D. B. Waldo	R. D. Calkins.		
Presque Isle	3 days	M. H. Nester	S. B. Laird	L. A. Sloan.		
Roscommon	5 days	Ellen McCrea	R. D. Calkins	Irene L. Getty.		
Saginaw—(State Meeting)	3 days	B. S. Tefft	S. B. Laird	J. C. Stone	W. D. Henderson.	
	3 days	E. C. Warriner	W. G. Coburn	Frank Gunsaulas.		
St. Clair	13 days	E. T. Blackney	W. F. Lewis	Hazel Ackley	E. T. Blackney.	
St. Joseph—see Kalamazoo	30 days.					
	2 days	L. E. Miller	S. B. Laird	Ernest Burnham	L. E. Miller.	
Sanilac	20 days	C. G. Putney	J. M. Tice	Katherine Pickett	C. G. Putney.	
Schoolcraft	3 days	W. T. S. Cornell	J. H. Kaye	E. G. Lancaster.		
	15 days	H. E. Slocum	J. W. Simmons	Mae Bennett	H. E. Slocum.	
Shiawassee	2 days	H. E. Slocum	R. D. Calkins.			
	6 days	H. P. Bush	H. R. Pattengill.			
Tuscola	6 days	H. P. Bush	H. R. Pattengill.			

Van Buren—see Kalamazoo	30 days.				
	3 days	V. R. Hungerford	C. O. Hoyt	Margaret Wise	E. G. Lancaster.
	4 days	V. R. Hungerford	W. N. Ferris	Ernest Burnham.	
Washtenaw with Jackson, Livingston, Monroe, Oakland, Lenawee, Wayne	30 days	Evan Essery	L. H. Jones	Florence Milner	Lida Clark A. L. DeGreen.
				W. B. Arbaugh	J. P. Everett.
Washtenaw	1 day	Evan Essery	Evan Essery	S. B. Laird.	
	1 day	Evan Essery	Evan Essery	L. A. Sloan	Elizabeth Wightman.
	1 day	Evan Essery	Evan Essery	J. C. Stone.	
	1 day	Evan Essery	Evan Essery	Harriett Marsh.	
Wayne—see Washtenaw	30 days.				
	2 days	E. W. Yost	Jno. Merrill	W. D. Henderson	A. E. Winship.
	5 days	W. C. Martindale	W. C. Martindale	S. H. Clark.	
	7 days	E. W. Yost	E. W. Yost	W. D. Henderson.	
	2 days	E. W. Yost	W. C. Martindale	C. T. Grawn.	
	3 days	E. W. Yost	E. W. Yost	W. N. Ferris.	
	2 days	E. W. Yost	Vande Venter	F. A. Barbour.	

TABLE XXIII.

Enrollment at teachers' institutes for the calendar year 1907.

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institute.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	County normal.					
Totals	15,755	12,208	47,819	60,087	60	61	547	96	2,025	1,455	93	74	426	303	973	1,447	3,787	18,048	28
*Alcona	40																	45	
†Alger with Marquette	57																	56	
Allegan	270	10 † †	25	35	2	1	2		18	8	1	2		1				299	12
Alpena	118	6	121	127		5			23	41	1		38		19	6	125	127	85
*Antrim	134																	159	
Arenac	66	24	82	106	1		7	3	22	11				20	43	19	100	66	96
Baraga	38	† 10	30	40		2	12		5	11	8	1			2	30	38	41	95
Barry, with Kalamazoo	187	†																254	
Bay	303	18	210	228														332	
Benzie	90	16	67	83		2	12	2	27	24	5	4		16	24	75		118	78
Berrien	335	47 †	243	290	2	4	58	15	84	90	3	11	13	2	8	69		360	78
Branch	194	37 35 †	79 126	116 161	6 2	4	6 15	1	40 57	39 37	1 2	1	12	17 11	29 15	60 120	116 245	233	46 60
Calhoun	352	† 19	88	107	2	1	13	3	23	35			3	9	3	45	107	400	22
Cass	161	19 †	63	82	5		3	1	26	14		2		13	4	21	82	201	31
Charlevoix	135	63 †	3	66														175	
*Cheboygan	115																	130	

*Chippewa	151																	177		
*Clare	86																	109		
Clinton	171	7	108	115														184		
Crawford	37	3	32	35			1			3	10	10	3	1	4	6	100	41	68	
†Delta, with Marquette	158																	155		
†Dickinson, with Marquette	140																	146		
Eaton	229	10	74	84					10	37					69	15	71	257	18	
*Emmet	132																	169		
Genesee	288	14 †	97	111	1			1	37	41	1	1	1	1	24		74	328	25	
Gladwin	68	23 †	69	92	1		5	1	29	21	10				25	17	65	74	90	
†Gogebic	146																	140		
Grand Traverse	146	24	122	146	1	4	36	1	40	28	5	9	13		7	40	124	143	95	
Gratiot	91	†																279		
†Hillsdale	243																	271		
‡Houghton	550																	465		
Huron	194	9	55	64					2	29					26	5	55	212	14	
Ingham	281	12	71	83					20	28				18	17		68	308	21	
Ionia	239	6 10 8	17 44 35	23 54 43	2 1		11 7		2 15 12	12 5 12	6	1	16 1	2 2	9	6 22 13	23 49 42	350	60 15 11	
*Iosco	67																	66		
Iron	92	12	82	94		9	36	1	12	25	2	5				27	88	93	96	
†Isabella	133																	157		
Jackson	264	8 † 11	86 29	94 40			2 4	3 1	30 26	32 7	1				28 1	23 15	40	320	29 12	
Kalamazoo	345	51 †	233	284	13		57	3	58	36	2	7	81	1				350	73	
*Kalkaska	57																	75		
Kent	776	10 600 25	90 800 175	100 1,400 200														841		
*Keweenaw	36																	33		
*Lake	50																	74		
Lapeer	186	4	74	78	1				22	25				12	28	7	52	193	31	
Leelanau	73	24	60	84			7	2	27	24		1			23	12	57	93	65	
Lenawee, with Washtenaw	209	7	53	60														371		
Livingston, with Washtenaw	169	1	40	41														343		
*Luce	32																	32		
*Mackinac	74																	102		

*No institute held.
†No report received.
‡All counties held in connection with State Association.

TABLE XXIII.—*Concluded.*

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institute.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	County normal.					
Macomb	196	27	105	132														248	
		†																	
Manistee	162	20	151	171	6	3	15		31	25	1	1	58	16	15	27	144	206	70
†Marquette	274																	230	
Mason	125	7	60	67	1	5	21	1	12	3		3	11	6	1	45	67	188	34
		9	62	71		1	1		24	18				23	19	5	71		35
Mecosta	147	7	63	70						24	2		1	7	29	1		218	15
Menominee	168	†																174	
		57	10	67															
Midland	106	11	100	111		12			26	33	5	1	3	14	17	41	83	115	81
		†																	
†Missaukee	86																	89	
Monroe	185	16	112	128	1	1	7		37	45					36	47		216	42
		30	100	130	1	1	9		41	39	2					41	120		
		4	45	49															
†Montcalm	216																	229	
Montmorency	36	8	43	51			2	1	19	20		1				4	51	52	82
Muskegon	253	8	36	44	1		6	1	18	12				1	5		44	299	13
		†																	52
		26	232	258			15	4	59	33		1	144	1	10	35	86		
Newaygo	156	14	68	82	1				20	25	3			11	20	6	70	178	33
Oakland	317	136	64	200	1	4	45	6	60	48	3	2	6	25			200	388	51
		1	34	35			3		11	8			1		10	35			1
		10	35	45	1		6		17	13		4		4			45		11
†Oceana	129	†																107	30
		13	35	48	1		1	1	14	11				4	18	12			30
Ogemaw	64	7	49	56			1	3	18	9	2	1			25	9	44	60	56
		9	50	59			2	1	29	19	1			1	2	21	55		88
*Ontonagon	82																	86	
Osceola	143																	182	
		27	125	152															
*Oscoda	26																		
Otsego	65	3	49	52		3	10	1	10	2	4	2		10	10	18	41	65	64

Ottawa	252	45	158	203														306		
		†																		
Presque Isle	67	24	50	74	5		4		19	12	5				35	18	74	71	63	
Roscommon	27	6	22	28			3		4	12					14	4	20	22	86	
Saginaw	453	44	326	370	4	1	5	29	102	32	4	1	13		143	8		472	40	
St. Clair	295	16	148	164			4		46	47			3	25		19	120	335	37	
St. Joseph	208	22	122	144	1	2	19	2	48	62		7	1		25	87	104	225	62	
		†																		
Sanilac	199	17	75	92			1		7	65	1				49	5	56	246	30	
Schoolcraft	62	75	15	90														62		
Shiawassee	187	3	57	60				1	20	13				6	17	3	40	290	13	
		16	80	96	1	1	6	2	47	25			1	11	3	31	76		32	
†Tuscola	218																	236		
		19	80	99	2	1	19		27	21	1			3	29	40	75		24	
Van Buren	240	33	110	143	4		13	1	55	29	1	2		7	26	56	143	300	37	
		56	23	79																
		98	14	112																
Washtenaw	219	8	108	116			10		40	48			3		5	84	116	343	29	
		6	57	63		1		1	29	23				6	2	47	100		17	
		35	14	49																
		9,841	40,000	49,841																
		71	200	271																
Wayne	1,737	89	100	189														1,724		
		75	600	675																
		8	110	118																
		28	139	167		2	29	3	47	16									1	
Wexford	147																	150		

†No report received.
*No institute held.

TABLE XXIV.

County boards of school examiners for 1907-8.

County.	Name.	Address.	Occupation.
Alcona	W. H. Sanborn	Harrisville	Teacher
	T. F. Webb	Harrisville	Teacher
	W. R. Barker	Harrisville	Teacher
Alger	Orvice LaBounty	Munising	Teacher
	E. J. Frederle	Grand Marais	Teacher
	W. R. Goodrich	Munising	Teacher
Allegan	Ira G. Thorpe	Allegan	Teacher
	C. Lloyd Goodrich	Ganges	Teacher
	Ira Archart	Wayland	Teacher
Alpena	Harry V. Knight	Alpena	Farmer
	E. L. Little	Alpena	Preacher
	Mrs. Minnie Turner	Flanders	Teacher
Antrim	H. M. Coldren	Bellaire	Teacher
	Geo. E. Cabanis	Bellaire	Teacher
	L. C. Taisey	Bellaire	Teacher
Arenac	G. H. Glasure	Standish	Teacher
	Edgar N. Durfee	Standish	Teacher
	Rowland Hill	Twining	Teacher
Baraga	S. O. Clinton	Baraga	Teacher
	Kate Curry	L'Anse	Teacher
	J. I. Harrington	Baraga	Teacher
Barry	E. J. Edger	Hastings	Teacher
	B. A. Perry	Hastings	Farmer
	D. D. Putnam	Prairieville	Teacher
Bay	J. B. Laing	Bay City	Teacher
	James Cotter	Essexville	Teacher
	C. Hughes	Essexville	Teacher
Bengie	O. L. Bristol	Bensonia	Teacher
	Lillian Jaqwith	Bensonia	Teacher
	T. H. Fewlass	Honor	Teacher
Berrien	G. N. Otwell	St. Joseph	Teacher
	E. C. Harner	Benton Harbor	Real Estate
	E. E. English	Hinchman	Teacher
Branch	James Swain	Coldwater	Teacher
	J. B. Gower	Union City	Teacher
	A. W. Russell	Coldwater	Teacher
Calhoun	Frank D. Miller	Marshall	Teacher
	E. L. McPherson	Battle Creek	Teacher
	Josiah Phelps	Marshall	Teacher
Cass	Wm. H. C. Hale	Cassopolis	Teacher
	H. S. East	Vandalia	Merchant
	John Finley	Dowagiac	Teacher
Charlevoix	J. H. Milford	East Jordan	Teacher
	W. H. Woodley	Charlevoix	Teacher
	H. E. Bell	Boyne	Teacher
Cheboygan	E. W. Baker	Cheboygan	Teacher
	W. L. Coffey	Tower	Teacher
	E. Mae Cunningham	Wolverine	Teacher
Chippewa	T. R. Easterday	Sault Ste. Marie	Preacher
	T. B. Aldrich	Brimley	Teacher
	Edwin T. Brown	Pickford	Teacher
Clare	E. G. Welch	Clare	Editor
	J. T. Northon	Farwell	Teacher
	Leo J. Treanor	Farwell	Teacher
Clinton	T. H. Townsend	St. Johns	Teacher
	V. A. Sawyer	Maple Rapids	Teacher
	B. F. Duffy	Bath	Teacher
Crawford	J. E. Bradley	Grayling	Teacher
	Mrs. Isabel Cobb	Frederic	
	F. E. Mark	Deward	Teacher
Delta	Peter R. Legg	Gladstone	Teacher
	Chas. U. Woolpert	Wells	Teacher
	F. Dayton Davis	Escanaba	Teacher
Dickinson	E. L. Parmenter	Iron Mountain	
	L. E. Amidon	Iron Mountain	Teacher
	C. E. Cullen	Norway	Teacher

Sanilac	Sandusky	July 13–Aug. 7	319 57		280 00	22 42	17 15	319 57
Schoolcraft	Manistique	Dec. 9–Dec. 11	100 00	30 43	73 00	39 63	17 80	130 43
Shiawassee	Owosso	June 29–July 17	253 57		225 00	9 05	19 52	253 57
	Owosso	Nov. 20–Nov. 21	39 01		22 00	3 46	13 55	39 01
Tuscola	Mayville and county	Mar. 2–Mar. 7	80 00	34 82	77 00	13 57	24 25	114 82
	County	Sept. 28–Oct. 3	130 33		81 00	24 73	24 60	130 33
	Paw Paw	Feb. 6–Feb. 8	113 62		73 00	18 02	22 60	113 62
Van Buren	Kalamazoo	June 29–Aug. 7	75 00	51 50	105 00		21 50	126 50
	Hartford and county	Dec. 2–Dec. 5	108 11		73 00	14 01	21 10	108 11
Washtenaw	Saline	Jan. 11	22 97		18 00	36	4 61	22 97
	Ann Arbor	Feb. 15	17 74		13 00	4 74		17 74
	Ypsilanti	June 29–Aug. 7	121 35		111 00		10 35	121 35
	Ann Arbor	Nov. 27	50 42		32 00	18 42		50 42
	Chelsea	Dec. 12	20 38		18 00	2 38		20 38
Wayne	Redford and county	Feb. 11–Feb. 15	126 93		96 00	9 17	21 76	126 93
	St. Clair Heights	Feb. 28–Feb. 29	136 15		124 00	12 15		136 15
	Northville and Plymouth	Mar. 19–Mar. 20	44 61		31 00	7 11	6 50	44 61
	Flat Rock	April 22–April 24	87 68		69 00	11 18	7 50	87 68
	Detroit	Feb. 17	535 93		525 00		10 93	535 93
	Ypsilanti	June 29–Aug. 7	158 81		111 00		47 81	158 81
	Rouge River	Oct. 2–Oct. 3	48 23		34 00	3 58	10 65	48 23
Wexford								
State Meetings.								
Houghton	Calumet	Oct. 15–Oct. 17		200 00	200 00			200 00
Saginaw	Saginaw	Oct. 29–Oct. 31		200 00	200 00			200 00

TABLE XXIV.—*Continued.*

County.	Name.	Address.	Occupation.
Leelanau	E. F. Carr	Empire	Teacher
	S. E. Blackwood	Leland	Teacher
	H. R. Dumbville	Glen Arbor	Teacher
Lenawee	M. W. Hensel	Blissfield	Teacher
	May Hathaway	Blissfield	Teacher
	H. B. Knowles	Jasper	Teacher
Livingston	J. A. Woodruff	Oak Grove	Teacher
	Geo. G. Irving	Hartland	Teacher
	Harry Durfee	Oak Grove	Teacher
Luce	H. G. Warne	Newberry	Teacher
	Mrs. F. G. Warne	Newberry	Teacher
Mackinac	E. J. Lachance	Mackinac Island	Teacher
	Lloyd Walker	St. Ignace	Teacher
	J. L. Barnhart	Engadine	Teacher
Macomb	O. D. Thompson	Mt. Clemens	Teacher
	J. P. Everett	Mt. Clemens	Teacher
	A. J. Frist	Davis	Teacher
Manistee	H. J. Leighton	Bear Lake	Teacher
	Chas. I. Reiker	East Lake	Teacher
	Walter Quinlan	Oak Hill	Teacher
Marquette	Albert E. Sterne	Ishpeming	Teacher
	Thomas W. Clemo	Republic	Teacher
	Jas. H. Kaye	Marquette	Teacher
Mason	C. A. Rinehart	Ludington	Teacher
	Pauline A. Smith	Ludington	Teacher
	Faye E. Tobey	Freeroil	Teacher
Mecosta	B. J. Ford	Big Rapids	Teacher
	C. O. Smith	Morley	Teacher
	A. W. Glass	Remus	Teacher
Menominee	Jesse Hubbard	Menominee	
	Jas. A. Garfield	Stephenson	Teacher
	Mrs. Catherine Sawyer	Menominee	Teacher
Midland	John A. Mustard	Midland	
	Delila P. See	Midland	Teacher
	B. G. Scollay	Coleman	Teacher
Missaukee	Ezra Hall	Lake City	Teacher
	C. J. Jackson	Lake City	Teacher
	M. L. Wolverton	Lake City	Teacher
Monroe	James J. Kelley	Monroe	
	Roy Slick	Lambertville	Teacher
	Theodore Drinkhahn	Scofield	
Montcalm	Eugene Straight	Stanton	Teacher
	J. E. McCloskey	Howard City	Teacher
	F. E. Schall	Lake View	Teacher
Montmorency	B. J. Watters	Lewiston	Teacher
	Mrs. W. D. Rice	Big Rock	Teacher
	D. W. Farrier	Royston	Teacher
Muskegon	Nellie B. Chisholm	Montague	Teacher
	R. W. Brock	Muskegon	Teacher
	Jas. H. Cogshall	Muskegon	
Newaygo	Izabella M. Becker	Fremont	Teacher
	B. R. Miller	White Cloud	Teacher
	Carrie L. Carter	Newaygo	Teacher
Oakland	H. S. Elliott	Oxford	Teacher
	A. L. Craft	Pontiac	Teacher
	H. H. Snowdon	Pontiac	Lawyer
Oceana	Marguerite Lux	Hart	Teacher
	Fred Kerr	New Era	Teacher
	J. L. Walker	Hart R. F. D.	Teacher
Ogemaw	J. Woods	West Branch	Teacher
	H. S. Kercher	Rose City	Judge Probate
	Archie McMillan	Prescott	Mail Carrier
Ontonagon	A. C. Adair	Rockland	Teacher
	J. L. Wagner	Ontonagon	Teacher
	Mrs. Clara Omand	Rockland	Teacher

Houghton (State meeting)	3 days	H. E. Kratz	H. E. Kratz	Thos. E. Green	S. C. Schmucker.	
Huron	20 days	C. F. Hey	P. G. Wade	Geo. F. Manning		
Ingham	15 days	F. E. Searl	Fred Fullerton	Ida M. Huston	F. E. Searl.	
Ionia	2 days	H. H. Lowrey	H. H. Lowrey	C. T. Grawn.		
	2 days	H. H. Lowrey	H. H. Lowrey	C. T. Grawn.		
	2 days	H. H. Lowrey	C. T. Grawn.			
Iron—see Marquette	30 days.					
	3 days	J. F. Mason	Chas. McKenney	F. A. Jeffers.		
Isabella with Clare, Gladwin, Gratiot, Midland, Montcalm, Osceola	30 days	E. T. Cameron	C. T. Grawn	E. H. Ryder	G. F. Roxburgh	E. T. Cameron.
Jackson—see Washtenaw	30 days.					
Kalamazoo with Allegan, Barry, Branch, Cass, Calhoun, Kent, St. Joseph, Van Buren, Berrien, Ottawa	6 days	T. M. Sattler	J. C. Ketcham.			
	6 days	T. M. Sattler	J. C. Ketcham	J. C. Ketcham.		
	30 days	S. Mapes	D. B. Waldo	Paul Hickey.		
				W. E. Conkling	H. D. Lee	Eva Warriner.
	2 days	S. Mapes	S. O. Hartwell	E. B. Bryan	E. G. Lancaster	E. Burnham.
Kent—see Kalamazoo	30 days.					
	1 day	A. M. Fereland	A. M. Freeland	W. N. Ferris.		
	5 days	A. M. Freeland	A. H. Smith	O. J. Kern.		
	1 day	W. A. Greeson	W. A. Greeson	Thos. M. Balliet.		
	1 day	A. M. Freeland	H. R. Pattengill.			
	3 days	W. A. Greeson	W. A. Greeson	L. E. Colby.		
	1 day	W. A. Greeson	W. A. Greeson	Earl Barnes.		
	1 day	A. M. Freeland	R. C. Ford.			
	1 day	A. M. Freeland	F. A. Barbour	Ernest Burnham.		
	1 day	W. A. Greeson	W. A. Greeson	Jane Brownlie.		
	1 day	A. M. Freeland	D. B. Waldo.			
	2 days	W. A. Greeson	W. A. Greeson	Chas. McKenney.		
	1 day	A. M. Freeland	H. R. Pattengill	Ernest Burnham.		
Lapeer	13 days	C. H. Naylor	C. W. Shipman	Emma Raven		
Leelanau	5 days	E. F. Carr	C. T. Grawn	Minnie Termatt.	C. H. Naylor.	
Lenawee—see Washtenaw	30 days.					
Livingston—see Washtenaw	5 days	M. W. Hensel	H. R. Pattengill.			
	30 days	J. A. Woodruff	J. A. Woodruff	W. D. Henderson.		
	1 day.					
Macomb	2 days	O. D. Thompson	F. R. Williams	H. R. Pattengill	F. A. Barbour.	
	1 day	O. D. Thompson	O. D. Thompson	J. L. Hughes.		
Manistee	3 days	H. J. Leighton	S. B. Laird	C. S. Larzelere.		
Marquette with Alger, Baraga, Dickinson, Delta, Iron, Menominee	30 days	A. E. Sterne	J. H. Kaye	E. L. Parmenter	Sara Nicholson.	
Mason	1 day	C. A. Rinehart	H. R. Pattengill	L. A. Sloan.		
	1 day	C. A. Rinehart	J. H. Kaye.			
Mecosta	30 days	B. J. Ford	W. N. Ferris.			
Menominee—see Marquette	30 days.					

TABLE XXV.

General statistics of educational institutions compiled from reports of officers for the academic year 1907-1908.

Name of institution.	Location.	Name of president, superintendent or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during the year.
ESTABLISHED BY ACTS OF LEGISLATION.										
Educational:										
Central State Normal	Mt. Pleasant	Charles T. Grawn	1895	39	920	909	165	1,442	11,269	1,519
Michigan Agricultural College	East Lansing	Jonathan L. Snyder	1855	105	1,191	1,140	84	1,356	29,000	2,000
Michigan College of Mines	Houghton	Fred W. McNair	1885	34	266	153	51	476	22,220	681
Michigan State Normal College	Ypsilanti	Lewis H. Jones	1852	78	2,593	2,397	524	6,505	30,000	1,000
Northern State Normal	Marquette	James H. B. Kaye	1899	24	574	559	102	510	13,148	200
University of Michigan	Ann Arbor	James B. Angell	1837	392	5,010	2,674	902	25,108	245,107	18,507
Western State Normal	Kalamazoo	Dwight Bryant Waldo	1904	42	927	902	109	286	4,960	1,960
Totals				714	11,481	8,734	1,937	35,683	355,704	25,867
Charitable:										
Industrial Home for Girls	Adrian	Mrs. Lucy M. Sickels	1879	40	444	444	.....	.....	1,377	.....
Industrial School for Boys	Lansing	E. M. Lawson	1857	14	1,056	743	.....	.....	3,000	200
Michigan School for the Blind	Lansing	Clarence E. Holmes	1880	15	.....	130	5	.....	4,325	.....
Michigan School for the Deaf	Flint	Francis D. Clarke	1854	44	320	320	11	1,749	5,709	34
State Public School	Coldwater	J. B. Montgomery	1871	7	248	248	.....	.....	2,280	.....
Totals				120	2,068	1,885	16	1,749	16,691	234
INCORPORATED UNDER ACT 39, LAWS OF 1885.										
Denominational:										
Adrian College	Adrian	B. W. Anthony	1859	25	175	70	18	625	7,000	100
Albion College	Albion	Samuel Dickie	1861	25	460	425	51	815	18,500	.....
Alma College	Alma	August F. Bruske	1886	25	276	260	51	140	20,275	133
Detroit College	Detroit	Richard D. Stevin	1881	.....	249	249	11	261	13,500	175

Emmanuel Missionary College	Berrien Springs	Nelson W. Kanble	.....	10	112	84	21	24	3,000	.....
Hillsdale College	Hillsdale	Joseph W. Manck	1855	20	245	247	24	1,142	16,438	.....
Hope College	Holland	G. J. Kollen	1851	21	319	263	13	372	14,000	500
Kalamazoo College	Kalamazoo	A. Gaylord Slocum	1855	13	185	155	22	485	11,421	370
Olivet College	Olivet	Ellsworth G. Lancaster	1859	30	283	236	39	700	32,000	.....
Totals			.....	169	2,304	1,989	250	4,564	136,134	1,278
Academies and Seminaries:										
Academy for Ladies of the Loretto	Sault Ste. Marie	Mother M. Bride	1898	8	146	138	2	29	1,045	25
Academy of the Sacred Heart	Grosse Pointe	Madame O'Keefe	1885	18	70	35	3	61	2,000	100
Academy of the Sacred Heart	Detroit	Madame M. L. Gerardin	1850	15	83	.....	.....	.....	2,909	166
Benzonia Academy	Benzonia	G. R. Catton	1900	6	103	100	10	35	2,000	.....
Detroit Home and Day School	Detroit	Miss Ella M. Leggett	1882	38	319	310	16	390	3,800	150
Detroit University School	Detroit	Frederick L. Bliss	1901	21	258	232	35	249	2,200	.....
Holy Rosary Academy	Bay City	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan Military Academy	Orchard Lake	Lawrence Cameron Hull	1877	10	110	24	25	526	5,000	200
Nazareth Academy	Nazareth	Sister M. Gertrude Keenan	1897	18	112	71	2	13	6,500	300
Raisin Valley Seminary	Adrian	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Mary's Academy	Monroe	Mother Mechtildis	1890	33	337	268	19	198	9,793	345
St. Mary's School	Sault Ste. Marie	Rev. Father Malone	1898	8	428	428	.....	.....	500	.....
Seminary of the Felician Sisters	Detroit	Magdalene Bronek	1882	5	77	28	30	287	2,105	100
Spring Arbor Seminary	Spring Arbor	Burton J. Vincent	1873	9	199	122	9	211	690	45
Theological Seminary of the Christian Reform Church	Grand Rapids	Rev. L. Berkhof	1878	11	182	129	26	183	4,000	2,000
Ursuline Academy	St. Ignace	Mother M. Angela	1899	8	130	129	6	17	875	25
Totals			.....	208	2,554	2,014	183	2,199	43,417	3,456
Professional Schools:										
Detroit College of Law	Detroit	Philip T. Van Zler	1893	23	204	158	53	606	15,990	1,378
Detroit College of Medicine	Detroit	Theodore A. M. McGraw	1868	.....	.....	.....	.....	.....	.....	.....
Department of Medicine			.....	108	146	100	30	1,785	1,200	.....
Department of Dental Surgery			.....	35	68	42	28	344	.....	.....
Detroit Homeopathic College	Detroit	C. C. Miller	1899	43	19	19	6	72	1,200	200
Sprague Correspondence School of Law	Detroit	William C. Sprague	1861	4	847	.....	.....	.....	.....	.....
Totals			.....	213	1,284	319	117	2,807	18,390	1,578

TABLE XXV.—*Concluded.*

Name of institution.	Location.	Name of president, superintendent or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during the year.
Schools with Normal and Business Course:										
Benton Harbor College	Benton Harbor	G. J. Edgcumbe	1892	18	331	239	27	448	1,215	20
Cedar Lake Academy	Cedar Lake	W. Y. Avery	1902	5	91	91	9	11	150	.....
Cleary Business College	Ypsilanti	R. R. Cleary	.....	.....	.....	.....	.....	.....	.....	.....
Ferris Institute	Big Rapids	W. N. Ferris	1884	25	2,005	1,900	201	1,051	2,200	212
International Business College	Saginaw	S. W. Pearcy	1896	5	137	137	15	.....	.....	.....
Jackson Business University	Jackson	B. J. Campbell	1901	4	136	134	24	.....	.....	.....
Ludington Business College	Ludington	W. H. Martendill	1898	2	118	118	43	.....	110	.....
Michigan Business and Normal College	Battle Creek	C. J. Argubright	1896	4	233	225	.....	.....	.....	.....
Parsons' Business College	Kalamazoo	Wm. F. Parsons	1906	5	275	.....	35	65	.....	.....
Valley City Commercial School	Grand Rapids	F. L. Brooks	1907	5	187	187	.....	.....	.....	.....
Totals	.....	.....	.....	73	3,513	3,121	354	1,575	3,675	232

TABLE XXVI.

Financial statistics of educational institutions compiled from reports of officers for the academic year 1907-1908.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total average annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1907.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvements.	Liabilities.
ESTABLISHED BY ACTS OF LEGISLATURE.													
Educational:													
Central Michigan Normal School	$12 00	$2 50	$175 00	$80 00	$235,500 00			$72,589 92	$2,718 00	$585 87	$75,000 00		
Michigan Agricultural College	15 00	2 58	225 00		995,102 91	$980,347 49	$70,385 79	174,410 00	1,075 00	152,949 55	281,991 91	$26,922 24	
Michigan College of Mines	25 00 / 150 00	5 00	450 00 / 600 00	221 80	538,561 51			60,000 00	31,689 50	10,692 50	102,382 00	34,826 65	
Michigan State Normal College	9 00	2 50	175 00	46 43	470,000 00		4,127 76	135,000 00	12,793 50	2,099 53	145,560 62		
Northern State Normal School	12 00	3 75	174 00	80 00	207,813 08			46,000 00	2,916 50		48,916 50	33,000 00	
University of Michigan	62 00	5 00	400 00	103 83	3,195,052 93	545,946 00	38,500 00	650,287 50	311,244 34	173,625 89	955,284 45	81,037 81	$10,000 00
Western State Normal School	9 00	2 50	170 00	65 00	200,142 43			60,000 00	3,350 50		63,350 50	20,800 00	
Charitable:													
Industrial Home for Girls		84		137 04	254,205 88	3,223 01		73,071 09		4,078 06	73,194 65		
Industrial School for Boys				112 00	346,700 00			82,000 00		11,149 20	93,453 39	30,000 00	
School for Blind				269 00	177,996 41			41,200 00		35,000 00	35,000 00	4,700 00	
School for the Deaf	63 74	1 69		281 43	531,928 10			85,000 00		12,682 65	87,244 05		
State Public School	29 42			29 42	280,945 51	1,000 00	50 00	40,000 00		5,736 89	40,000 00	13,279 22	
INCORPORATED UNDER ACT 39, LAWS OF 1885.													
Denominational:													
Adrian College	15 00	4 00	200 00		250,000 00	35,000 00	1,750 00		2,000 00	23,000 00	20,000 00	1,500 00	
Albion College	30 00	2 50	200 00		250,000 00	280,000 00	15,000 00		19,664 99	6,471 31	3,950,430 00		
Alma College	32 00	2 75	200 00		180,916 36	290,226 90	16,708 43		6,573 91	6,781 77	29,233 85	830 26	
Detroit College	60 00				170,000 00				10,990 70	7,000 00	16,066 75	736 22	25,000 00
Emmanuel Missionary College	90 00	1 50	150 00		5,000 00				3,582 96	13,528 25	15,771 18	8,000 00	8,955 86
Hillsdale College	27 00	2 50	175 00		120,098 62	211,929 96	12,447 16		2,361 99	6,075 49	20,491 88		21,526 56
Hope College	24 00	2 25	175 00		250,000 00	270,000 00	17,027 82		5,000 00	8,417 00	29,507 67		
Kalamazoo College	30 00	3 00	245 00		135,000 00	436,205 22	20,036 90		4,798 00	2,390 05	29,989 51		4,761 06
Olivet College	50 00	2 50	225 00		398,000 00	125,000 00	6,000 00		16,977 06	35,000 00	44,500 00	13,500 00	87,059 82
Academies and Seminaries:													
Academy of the Ladies of the Loretto	20 00	3 50	130 00						4,100 00		4,050 00	275 00	4,000 00
Academy of the Sacred Heart			350 00									2,000 00	

TABLE XXVI.—*Concluded.*

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total average annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1907.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvements.	Liabilities.
***Academies and Seminaries.*—Con.**													
Academy of the Sacred Heart	$80 00 60 00								$3,707 00			$550 00	
Benzonia Academy	30 00	$2 75			$20,000 00	$10,000 00	$550 00		1,500 00	$1,200 00	$2,500 00	200 00	$1,000 00
Detroit Home and Deaf School	70 00 200 00	5 00	$50 00		95,000 00				65,000 00		55,000 00	1,500 00	
Detroit University School					170,250 00				57,008 00	8,207 00	61,452 59	4,919 73	105,305 59
Holy Rosary Academy													
Michigan Military Academy	500 00		750 00										
Nazareth Academy	150 00												
Raisin Valley Seminary													
St. Mary's Academy	40 00		160 00		250,000 00				50,465 29	6,769 60	45,877 72	6,887 27	103,738 73
St. Mary's School													
Seminary of the Felician Sisters	80 00	1 75	140 00		94,000 00				1,225 00			2,345 00	
Spring Arbor Seminary	24 00	2 15	115 00		25,000 00	6,000 00	240 00		3,500 00	640 00	4,340 00	350 00	1,900 00
Theological School, Christian Reformed Church	26 00	3 50	250 00		40,000 00				3,347 00	9,600 77	14,666 26		
Ursuline Academy	5 00	3 00	120 00		13,500 00				850 00	2,500 00	3,200 00	600 00	300 00
Professional Schools:													
Detroit College of Law	75 00								14,487 88	307 76	14,716 87		
Detroit College of Medicine													
Department of Dental Surgery	60 00	4 00	95 00		18,000 00				9,474 11		10,168 50		
Department of Medicine	65 00	4 00	115 00		100,000 00				15,805 00	2,300 73	14,885 17		40,000 00
Detroit Homeopathic	87 50	5 00	275 00		650,000 00				1,600 00	925 00	2,826 00	1,000 00	12,000 00
Sprague Correspondence School of Law	30 00												
Schools with Normal and Business Courses:													
Benton Harbor College	36 00 to 60 00	2 75	130 00		60,000 00				7,426 00		5,450 00	250 00	450 00
Cedar Lake Industrial Academy	36 00	1 75	135 00		11,977 82				2,649 00	1,560 00	3,937 00	194 71	2,457 11
Cleary Business College													

Ferris Institute	30 00 to 50 00 75 00 to 90 00	2 00	125 00		119,000 00			40,500 00	6,100 00	42,600 00	5,000 00	3,300 00
International Business College		3 50	275 00					5,212 28	84 00	4,756 33		
Jackson Business University		3 50	275 00					4,256 75	967 65	4,965 00	250 00	
Ludington Business College		3 00	150 00		3,500 00			1,880 85		550 00		
Michigan Business and Normal College	85 00	3 25	275 00		6,500 00			9,726 18		994 11	850 00	2,000 00
Parsons' Business College	30 00 to 50 00 50 00 to 90 00	4 00			10,000 00			7,500 00		7,800 00	500 00	4,300 00
Valley City Commercial School		3 50	278 00					5,220 00	2,672 05	8,130 71		1,400 00

TABLE XXVII.

Special statistics compiled from commissioners' reports.

Counties.	Parochial schools.							
	Number of schools.	Number of children enrolled.	Age of same.	Branches taught.	Character of instruction.	Number of instructors.	Regularity of attendance.	Length of time of school.
Allegan	4	195	6 to 16	Christian doctrine, Bible history, English and German grammar, English and German spelling, English, German and Polish, reading, writing, geography, U. S. history, drawing, physiology, civics, arithmetic and Adventist doctrines	Medium	6	Fair	9 to 10 mos
Alpena	5	990	5 to 14	Reading, writing, arithmetic, language and grammar, spelling, geography, history and religion	Good	18	Good	10 mos
Arenac	2	47	5 to 20	Common	Good	2	Good	4 to 9 mos
Baraga	1	105	5 to 14	Reading, writing, arithmetic, geography, physiology, drawing, history	Good	5	Good	10 mos
Barry	1	13		Common branches with Bible study		1	Fair	8 mos
Bay			5 to 14	Common branches (four hours)				
Benzie	1							
Berrien	7	455	5 to 17	Same as branches taught in the first eight grades of the public schools; in others little else than church catechism		6		6 to 8 mos
Branch	1	182	8 to 17	Same as public schools up to seventh grade, also music, drawing, sewing and German	Fair	3	Good	8½ mos
Calhoun	5	550	5 to 16	Common school in Catholic at Marshall and Battle Creek and also in the Adventist school in Bedford Twp., catechism in German schools in Marshall and Albion	Good	33	Good	8 to 9 mos
Cass	1	20	5 to 20	All common school studies, also adventist religion, some needle work	Good	1	Good	
Charlevoix	1	78	6 to 14	Same as city school with religious instruction	Good	2	Good	9 mos
Cheboygan	4	400	7 to 16	Common, music, etc	Good	10	Good	7 to 10 mos
Chippewa	1	428	6 to 17	Regular eight grades, French and catechism	Good	8	Good	10 mos
Clinton	3	325	5 to 15	All English branches, German	Fair	7	Good	10 mos
Delta	2	720	5 to 19	Common public school studies with shorthand and typewriting	Good	19	Good	10 mos
Dickinson	1	325	6 to 16	Reading, writing, spelling, arithmetic, language and grammar, composition, catechism, Bible history, music and symphony				
Eaton	2		7 to 16	Common branches		2	Good	8 mos
Emmet	3	380		Follow course of study	Fair	11	Fair	9 mos
Genesee	1	100		First eight grades (Catholic school)		4	Good	10 mos
Gogebic	1	450	5 to 20	Same as public schools	Good	11	Good	10 mos
Grand Traverse	4	250		English, common and sectarian		12		9 mos
Gratiot	1	12	5 to 15	Common branches with religious teaching		1	Good	
Houghton	13	3,000	9 to 20	Same as public schools		69	Good	10 mos
Huron	7			One-half time, common branches; one-half time, religious instruction				9 to 10 mos
Ingham	2		5 to 19	Mathmatics, reading, geography, physiology, history, writing, music, civics, grammar, religious and academic				

Ionia	5	433	6 to 18	English subjects to ninth, tenth and eleventh grades, religious instruction, German and Latin	Good	14	Good	9 to 10 mos
Iosco	2	150	6 to 13	Common public school studies with music, Bible catechism and German five-eighths time, devoted to English	Excellent	4	Good	9 mos
Iron	1	18	6 to 15	Common branches with Adventist creed		1	Good	6 mos
Isabella	2	400	6 to 17	Common branches also German and catechism	Fair	8	Good	8 to 10 mos
Jackson	3	800	7 to 20	Common branches and catechism	Good	12	Good	9 mos
Kalamazoo	4		5 to 20	Common branches	Fair	28		11 mos
Kent	24	5,225	5 to 20	Common branches in first eight grades. Some Catholic parochial are doing high school work and are on the U. of M. "accepted list"	Good	126	Fair	9 to 11 mos
Lenawee	7	285	12 to 15	Common branches, also German, catechism and church history	Good	7	Good	7 to 9 mos
Leelanau	2	206	5 to 12	Common branches in first eight grades	Good	5	Good	9 mos
Mackinac	2			Common branches	Excellent	4	Good	10 mos
Macomb	3	512	5 to 17	Common branches in first eight grades. Mt. Clemens Catholic school teaches Latin and sciences	Good			5 to 12 mos
Manistee	5	1,385		Common branches and religion	Fair	23		8 to 9 mos
Marquette	3	1,223	6 to 19	Common branches through high school	Good			10 mos
Mason	4	260	5 to 16	Common branches, commercial and religious	Good	7	Good	9½ mos
Mecosta	4	225	5 to 18	In two Catholic schools, common branches with Christian doctrine		4	Medium	10 mos
Menominee	3	562		English				
Midland	2			No English. Confirmation work only				
Missaukee	1							
Monroe	*13	550	5 to 14	English and German. Some teach complete course including physiology and hygiene, and civil government	Good	20	Good	9 to 10 mos
Montcalm	2	95		Common twelve grades	Good	9	Good	8 to 9 mos
Montmorency	1	40	5 to 20	English up to eighth grade with German	Good	1	Good	10 mos
Muskegon	6	625	5 to 16	Common branches, with Holland, French, German and catechism	Good	26	Fair	10 to 11 mos
Newaygo	1	14	5 to 18	Follow course of study and Bible study	Good	1	Good	8 mos
Oakland	1	230	5 to 20	Full English course with Latin and music	Good	6	Excellent	10 mos
Oceana	2	90	6 to 20	Same as in public schools, with the addition of catechism in one and German in other	Good	3	Good	6 to 9 mos
Osceola	1	69	5 to 15	Common branches with German	Fair	1	Good	10½ mos
Otsego	1							
Ottawa	4	753	3 to 15	Common school branches, some German		15	Good	9 to 10 mos
Presque Isle	6	360	9 to 14	Common branches with German and Polish	Good	10	Good	2 to 10 mos
Saginaw	25			English and religious training	Fair	24	Excellent	5 to 10 mos
St. Clair	11	800	5 to 18	English subjects, first to eighth grades		21		5 to 7½ mos
St. Joseph	1	50	5 to 17	Common branches	Good	1	Good	9 mos
Sanilac	4	100	12 to 15	Common branches and catechism		4		5 mos
Schoolcraft	2	267	5 to 18	Common branches through tenth grade with religious instruction	Good	7	Fair	6 to 10 mos
Shiawassee	3	300	8 to 16	Common branches and church instruction	Good	4	Good	10 mos
Tuscola	6						Fair	
Van Buren	3	60	6 to 16	Common branches, with German, Bible history and catechism	Good	3	Medium	8 mos
Washtenaw	19	900	7 to 16	Religious mostly		26	Good	2 to 9 mos
Wayne	5			Some English				
Wexford	1	32		Common branches in first eight grades				

TABLE XXVII.—*Continued.*

Special statistics compiled from commissioners' reports.

Counties.	Commercial schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Alpena	1	45	English, writing, spelling, commercial law, stenography, typewriting, bookkeeping, business, normal work	Good	3	10 mos.	Alpena Business College, Alpena.
Calhoun	2						
Charlevoix	1	20					
Cheboygan	1	50		Good	2	10 mos.	Interstate Business University, Cheboygan.
Chippewa	1	175	Bookkeeping, arithmetic, penmanship, correspondence, shorthand, typewriting, and telegraphy	Good	3	12 mos.	Reid's College of Business, Sault Ste. Marie.
Delta	1						Gordon's Business College.
Genesee	1	80	Stenography, typewriting, commercial arithmetic, commercial law		3	8 mos.	Bliss Business College, Flint.
Grand Traverse	1	70	Common English, business shorthand, telegraphy, and subjects leading to county teachers' certificates at county examinations	Good	5	12 mos.	The Needham Business College, Traverse City.
Jackson	1		Commercial branches		3	12 mos.	Jackson Business University, Jackson.
Kent	1	550	Stenography, typewriting and all usual commercial branches	Good	8	11½ mos.	Grand Rapids.
Livingston	1		Commercial only				Howell Commercial School.
Marquette	2		Bookkeeping, commercial arithmetic, shorthand, typewriting, English	Good	4	12 mos.	Ishpeming Business College, Ishpeming; Marquette Business College, Marquette.
Oakland	1	50	Full commercial course	Good	3	10 mos.	Pontiac.
St. Clair	3	175	Common branches and commercial law		6	10 mos.	Port Huron Business University, Port Huron; International Business College, Port Huron; Sullivan's Shorthand School.
St. Joseph	1	45	Usual commercial branches	Good	2	9 mos.	Three Rivers Business College, Three Rivers.
Shiawassee	1	50	Commercial branches		2	10 mos.	Owosso Business College, Owosso.
Washtenaw	2	300	Common commercial branches			12 mos.	Cleary's Business College, Ypsilanti; Moran's Business College, Ann Arbor.

TABLE XXVII.—*Concluded.*

Counties.	Private schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Berrien	3	710	Common school, academic and collegiate	Good	38	8 to 9 mos.	Benton Harbor College, Benton Harbor. Emmanuel College, Berrien Springs. House of David Private School, Benton Harbor.
Emmet	1						Graves' Normal, Petoskey.
Genesee	1	30	First eight grades				Mrs L. Hiccox Private School, Flint.
Ionia	1	4	Common eight grades. Two recitations daily from Bible	Good	1	7 mos.	Odessa Christian School.
Kent	1	113	Usual college preparatory subjects	Good	12	12 mos.	Webb Academy, Grand Rapids; Miss Charlotte Moffetts' School, Grand Rapids.
Manistee	1	200	Business	Good	3	11 mos.	Manistee Business College, Manistee.
Monroe	1	34	Business, shorthand, penmanship, typewriting, English and arithmetic	Good	2		Monroe Business College, Monroe.
Oakland	1	40	English and mathematics with Bible study		4	10 mos.	Adelphian Academy, Holly.
Ottawa	1	52	All studies preparatory to college work		10	9 mos.	Grand Haven City.
St. Clair	1	40	First eight grades, common branches	Fair	2	9½ mos.	Miss Coyle's, Port Huron.

TABLE XXVIII.

Special report of day schools for the deaf for the school year 1907-8.

Location.	Number of teachers employed.	Number of pupils enrolled.	Total days' attendance.	Average number belonging.	Actual cost of school.
Totals	20	145	21,261	120	$16,196 51
Bay City	1	9	1,442	8	$1,002 25
Calumet	2	14	1,901	11	1,422 00
Detroit	8	57	8,160	45	6,277 00
Ironwood	1	7	1,089	7	756 00
Iron Mountain	1	7	860	5	750 00
Ishpeming	1	6	785	4	654 16
Kalamazoo	1	9	1,156	6	800 00
Manistee	1	9	1,568	9	1,029 54
Marquette	1	7	1,187	7	910 18
Menominee	1	5	829	5	722 21
Saginaw	1	7	1,253	7	1,044 17
Sault Ste. Marie	1	8	1,011	6	835 00

TABLE XXIX.

Special report of the county normal training classes for the school year 1907-8.

Counties.	Number of teachers.	Amount paid teachers.	Number of graduates.	Average age of graduates.	Average number hours of practice teaching by graduates.
Totals	130	$42,445 02	447	631	1,829
Allegan	3	$1,600 00	22	18	50
Antrim	5	3,190 00	13	19	50
Arenac	3	700 00	17	18	50
Barry	5	1,250 00	22	18	50
Calhoun	4	1,350 00	12	18	57
Cass	4	1,300 00	11	19	52
Charlevoix	2	1,415 00	10	20	60
Cheboygan	4	1,250 03	18	19	60
Clinton	4	1,400 00	18	18	50
Gratiot	4	1,200 00	14	18	70
Ingham	3	1,400 00	16	18	50
Ionia	5	1,250 00	7	18	50
Iosco	3	1,219 95	13	18	50
Kalkaska	3	1,200 00	7	19	50
Lapeer	5	1,350 00	12	19	80
Lenawee	2	1,350 00	18	18	50
Macomb	3	1,500 00	20	18	90
Manistee	5	1,400 00	11	19	58
Mason	6	1,445 00	10	18	68
Mecosta	3	1,250 00	5	18	50
Midland	4	1,400 04	12	18	50
Montcalm	3	1,400 00	7	19	50
Newaygo	4	1,250 00	12	20	50
Oakland	3	2,250 00	14	20	50
Oceana	5	1,300 00	9	18	50
Osceola	3	1,675 00	12	18	50
Otsego	3	1,250 00	5	20	36
Ottawa	4	1,400 00	18	18	67
Saginaw	7	650 00	18	18	17
St. Clair	2	1,500 00	26	18	40
Shiawassee	4	1,250 00	10	18	64
Tuscola	4	1,350 00	11	18	46
Van Buren	4	1,300 00	11	19	54
Wexford	4	1,250 00	6	21	60

TABLE XXX.

Summary of census of children blind or with defective vision under Act 116, 1907.

Counties.	Number of children blind or with defective vision.		
	Rural and village districts.	City districts.	Total.
Totals	238	95	333
Alger	1		1
Antrim	5		5
Arenac	1		1
Baraga	1		1
Barry	9		9
Bay	1	4	5
Benzie	1		1
Berrien	2		2
Branch	1		1
Calhoun	8	1	9
Cass	5		5
Charlevoix	3		3
Cheboygan		2	2
Chippewa	4	6	10
Clare	4		4
Clinton	1		1
Crawford	2		2
Delta		1	1
Eaton	2		2
Genesee	1	1	2
Gladwin	2		2
Gogebic		2	2
Grand Traverse	4	1	5
Gratiot	6	1	7
Hillsdale	4	3	7
Houghton	3		3
Huron	2		2
Ingham	2	12	14
Ionia	5		5
Iosco	1		1
Isabella	12		12
Jackson	2	2	4
Kalamazoo	1		1
Kent	12	5	17
Lenawee	10		10
Livingston	2		2
Macomb	1		1
Manistee	3	5	8
Marquette	2	1	3
Mason	2	1	3
Mecosta	6	1	7
Menominee	5	1	6
Midland	6		6
Missaukee	1		1
Monroe	4	4	8
Montcalm	8		8
Muskegon		2	2
Newaygo	1		1
Oakland	2	2	4
Oceana	4		4
Ogemaw	2		2
Osceola	7		7
Oscoda	1		1
Ottawa	5	1	6
Presque Isle	1		1
Saginaw	8	6	14
St. Clair	6	3	9
St. Joseph	4	1	5
Sanilac	7		7
Shiawassee	8		8
Tuscola	8		8
Van Buren	6		6
Washtenaw	7	1	8
Wayne	3	22	25
Wexford		3	3

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Ferris Institute	30 00 to 50 00 75 00 to 90 00	2 00	125 00		119,000 00			40,500 00	6,100 00	42,600 00	5,000 00	3,300 00	
International Business College		3 50	275 00					5,212 28	84 00	4,738 33			
Jackson Business University		3 50	275 00					4,256 75	957 65	4,965 00	250 00		
Ludington Business College	45 00	3 00	150 00		3,500 00			1,880 85		550 00			
Michigan Business and Normal College	85 00 to 20 00	3 25	275 00		6,500 00			9,726 18		994 11	850 00	2,000 00	
Parsons' Business College	50 00 to 90 00	4 00			10,000 00			7,500 00		7,800 00	500 00	4,300 00	
Valley City Commercial School		3 50	278 00					5,220 09	2,072 05	8,130 71		1,400 00	

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Ionia	5	433	6 to 18	English subjects to ninth, tenth and eleventh grades, religious instruction, German and Latin	Good	14	Good	9 to 10 mos
Iosco	2	150	6 to 13	Common public school studies with music, Bible catechism and German five-eighths time, devoted to English	Excellent	4	Good	9 mos
Iron	1	18	6 to 15	Common branches with Adventist creed		1	Good	6 mos
Isabella	2	400	6 to 17	Common branches also German and catechism	Fair	8	Good	8 to 10 mos
Jackson	3	800	7 to 20	Common branches and catechism	Good	12	Good	9 mos
Kalamazoo	4		5 to 20	Common branches	Fair	28		11 mos
Kent	24	5,225	5 to 20	Common branches in first eight grades. Some Catholic parochial are doing high school work and are on the U. of M. "accepted list"	Good	126	Fair	9 to 11 mos
Lenawee	7	285	12 to 15	Common branches, also German, catechism and church history	Good	7	Good	7 to 9 mos
Leelanau	2	206	5 to 12	Common branches in first eight grades	Good	5	Good	9 mos
Mackinac	2			Common branches	Excellent	4	Good	10 mos
Macomb	3	512	5 to 17	Common branches in first eight grades. Mt. Clemens Catholic school teaches Latin and sciences	Good			5 to 12 mos
Manistee	5	1,385		Common branches and religion	Fair	23		8 to 9 mos
Marquette	3	1,223	6 to 19	Common branches through high school	Good			10 mos
Mason	4	260	5 to 16	Common branches, commercial and religious	Good	7	Good	9½ mos
Mecosta	4	225	5 to 18	In two Catholic schools, common branches with Christian doctrine		4	Medium	10 mos
Menominee	3	582		English				
Midland	2			No English. Confirmation work only				
Missaukee	1							
Monroe	13	550	5 to 14	English and German. Some teach complete course including physiology and hygiene, and civil government	Good	20	Good	9 to 10 mos
Montcalm	2	95		Common twelve grades	Good	9	Good	8 to 9 mos
Montmorency	1	40	5 to 20	English up to eighth grade with German	Good	1	Good	10 mos
Muskegon	6	625	5 to 16	Common branches, with Holland, French, German and catechism	Good	26	Fair	10 to 11 mos
Newaygo	1	14	5 to 18	Follow course of study and Bible study	Good	1	Good	8 mos
Oakland	1	230	5 to 20	Full English course with Latin and music	Good	6	Excellent	10 mos
Oceana	2	90	6 to 20	Same as in public schools, with the addition of catechism in one and German in other	Good	3	Good	6 to 9 mos
Osceola	1	69	5 to 15	Common branches with German	Fair	1	Good	10½ mos
Otsego	1							
Ottawa	4	753	3 to 15	Common school branches, some German		15	Good	9 to 10 mos
Presque Isle	6	360	9 to 14	Common branches with German and Polish	Good	10	Good	2 to 10 mos
Saginaw	25			English and religious training	Fair	24	Excellent	5 to 10 mos
St. Clair	11	800	5 to 18	English subjects, first to eighth grades		21		5 to 7½ mos
St. Joseph	1	50	5 to 17	Common branches	Good	1	Good	9 mos
Sanilac	4	100	12 to 15	Common branches and catechism		4		5 mos
Schoolcraft	2	267	5 to 18	Common branches through tenth grade with religious instruction	Good	7	Fair	6 to 10 mos
Shiawassee	3	300	8 to 16	Common branches and church instruction	Good	4	Good	10 mos
Tuscola	6						Fair	
Van Buren	3	60	6 to 16	Common branches, with German, Bible history and catechism	Good	3	Medium	8 mos
Washtenaw	19	900	7 to 16	Religious mostly		26	Good	2 to 9 mos
Wayne	5			Some English				
Wexford	1	32		Common branches in first eight grades				

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TABLE XXVII.—*Concluded.*

Counties.	Private schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Berrien	3	710	Common school, academic and collegiate	Good	38	8 to 9 mos.	Benton Harbor College, Benton Harbor. Emmanuel College, Berrien Springs. House of David Private School, Benton Harbor.
Emmet	1						Graves' Normal, Petoskey.
Genesee	1	30	First eight grades				Miss L. Hiscox Private School, Flint.
Ionia	1	4	Common eight grades. Two recitations daily from Bible	Good	1	7 mos.	Odessa Christian School.
Kent	1	113	Usual college preparatory subjects	Good	12	12 mos.	Webb Academy, Grand Rapids. Miss Charlotte Moffetts' School, Grand Rapids.
Manistee	1	200	Business	Good	3	11 mos.	Manistee Business College, Manistee.
Monroe	1	34	Business, shorthand, penmanship, typewriting, English and arithmetic	Good	2		Monroe Business College, Monroe.
Oakland	1	40	English and mathematics with Bible study		4	10 mos.	Adelphian Academy, Holly.
Ottawa	1	52	All studies preparatory to college work		10	9 mos.	Grand Haven City.
St. Clair	1	40	First eight grades, common branches	Fair	2	9½ mos.	Miss Coyle's, Port Huron.

TABLE XXVIII.

Special report of day schools for the deaf for the school year 1907-8.

Location.	Number of teachers employed.	Number of pupils enrolled.	Total days' attendance.	Average number belonging.	Actual cost of school.
Totals	20	145	21,261	120	$16,196 51
Bay City	1	9	1,442	8	$1,002 25
Calumet	2	14	1,901	11	1,422 00
Detroit	8	57	8,160	45	6,277 00
Ironwood	1	7	1,089	7	756 00
Iron Mountain	1	7	860	5	750 00
Ishpeming	1	6	785	4	654 16
Kalamazoo	1	9	1,156	6	800 00
Manistee	1	9	1,568	9	1,029 54
Marquette	1	7	1,187	7	910 18
Menominee	1	5	829	5	722 21
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Sault Ste. Marie	1	8	1,011	6	835 00

TABLE XXIX.

Special report of the county normal training classes for the school year 1907-8.

Counties.	Number of teachers.	Amount paid teachers.	Number of graduates.	Average age of graduates.	Average number hours of practice teaching by graduates.
Totals	130	$42,445 02	447	631	1,829
Allegan	3	$1,600 00	22	18	50
Antrim	5	3,190 00	13	19	50
Arenac	3	700 00	17	18	50
Barry	5	1,250 00	22	18	50
Calhoun	4	1,350 00	12	18	57
Cass	4	1,300 00	11	19	52
Charlevoix	2	1,415 00	10	20	60
Cheboygan	4	1,250 03	18	19	60
Clinton	4	1,400 00	18	18	50
Gratiot	4	1,200 00	14	18	70
Ingham	3	1,400 00	16	18	50
Ionia	5	1,250 00	7	18	50
Iosco	3	1,219 95	13	18	50
Kalkaska	3	1,200 00	7	19	50
Lapeer	5	1,350 00	12	19	80
Lenawee	2	1,350 00	18	18	50
Macomb	3	1,500 00	20	18	90
Manistee	5	1,400 00	11	19	58
Mason	6	1,445 00	10	18	68
Mecosta	3	1,250 00	5	18	50
Midland	4	1,400 04	12	18	50
Montcalm	3	1,400 00	7	19	50
Newaygo	4	1,250 00	12	20	50
Oakland	3	2,250 00	14	20	50
Oceana	5	1,300 00	9	18	50
Osceola	3	1,675 00	12	18	50
Otsego	3	1,250 00	5	20	36
Ottawa	4	1,400 00	18	18	67
Saginaw	7	650 00	18	18	17
St. Clair	2	1,500 00	26	18	40
Shiawassee	4	1,250 00	10	18	64
Tuscola	4	1,350 00	11	18	46
Van Buren	4	1,300 00	11	19	54
Wexford	4	1,250 00	6	21	60

TABLE XXX.

Summary of census of children blind or with defective vision under Act 116, 1907.

Counties.	Number of children blind or with defective vision.		
	Rural and village districts.	City districts.	Total.
Totals	238	95	333
Alger	1	.....	1
Allegan	5	.....	5
Antrim	1	.....	1
Baraga	1	.....	1
Barry	9	.....	9
Bay	1	4	5
Benzie	1	.....	1
Berrien	2	.....	2
Branch	1	.....	1
Calhoun	8	1	9
Cass	5	.....	5
Charlevoix	3	.....	3
Cheboygan	.....	2	2
Chippewa	4	6	10
Clare	4	.....	4
Clinton	1	.....	1
Crawford	2	.....	2
Delta	.....	1	1
Eaton	2	.....	2
Genesee	1	1	2
Gladwin	2	.....	2
Gogebic	.....	2	2
Grand Traverse	4	1	5
Gratiot	6	1	7
Hillsdale	4	3	7
Houghton	3	.....	3
Huron	2	.....	2
Ingham	2	12	14
Ionia	5	.....	5
Iosco	1	.....	1
Isabella	12	.....	12
Jackson	2	2	4
Kalamazoo	1	.....	1
Kent	12	5	17
Lenawee	10	.....	10
Livingston	2	.....	2
Macomb	1	.....	1
Manistee	3	5	8
Marquette	2	1	3
Mason	2	1	3
Mecosta	6	1	7
Menominee	5	1	6
Midland	6	.....	6
Missaukee	1	.....	1
Monroe	4	4	8
Montcalm	8	.....	8
Muskegon	.....	2	2
Newaygo	1	.....	1
Oakland	2	2	4
Oceana	4	.....	4
Ogemaw	2	.....	2
Osceola	7	.....	7
Oscoda	1	.....	1
Ottawa	5	1	6
Presque Isle	1	.....	1
Saginaw	8	6	14
St. Clair	6	3	9
St. Joseph	4	1	5
Sanilac	7	.....	7
Shiawassee	8	.....	8
Tuscola	8	.....	8
Van Buren	6	.....	6
Washtenaw	7	1	8
Wayne	3	22	25
Wexford	.....	3	3

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TABLE XXX.

Summary of census of children blind or with defective vision under Act 116, 1907.

Counties.	Number of children blind or with defective vision.		
	Rural and village districts.	City districts.	Total.
Totals	238	95	333
Alger	1	.....	1
Allegan	5	.....	5
Antrim	1	.....	1
Baraga	1	.....	1
Barry	9	.....	9
Bay	1	4	5
Benzie	1	.....	1
Berrien	2	.....	2
Branch	1	.....	1
Calhoun	8	1	9
Cass	5	.....	5
Charlevoix	3	.....	3
Cheboygan	.....	2	2
Chippewa	4	6	10
Clare	4	.....	4
Clinton	1	.....	1
Crawford	2	.....	2
Delta	.....	1	1
Eaton	2	.....	2
Genesee	1	1	2
Gladwin	2	.....	2
Gogebic	.....	2	2
Grand Traverse	4	1	5
Gratiot	6	1	7
Hillsdale	4	3	7
Houghton	3	.....	3
Huron	2	.....	2
Ingham	2	12	14
Ionia	5	.....	5
Iosco	1	.....	1
Isabella	12	.....	12
Jackson	2	2	4
Kalamazoo	1	.....	1
Kent	12	5	17
Lenawee	10	.....	10
Livingston	2	.....	2
Macomb	1	.....	1
Manistee	3	5	8
Marquette	2	1	3
Mason	2	1	3
Mecosta	6	1	7
Menominee	5	1	6
Midland	6	.....	6
Missaukee	1	.....	1
Monroe	4	4	8
Montcalm	8	.....	8
Muskegon	.....	2	2
Newaygo	1	.....	1
Oakland	2	2	4
Oceana	4	.....	4
Ogemaw	2	.....	2
Osceola	7	.....	7
Oscoda	1	.....	1
Ottawa	5	1	6
Presque Isle	1	.....	1
Saginaw	8	6	14
St. Clair	6	3	9
St. Joseph	4	1	5
Sanilac	7	.....	7
Shiawassee	8	.....	8
Tuscola	8	.....	8
Van Buren	6	.....	6
Washtenaw	7	1	8
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